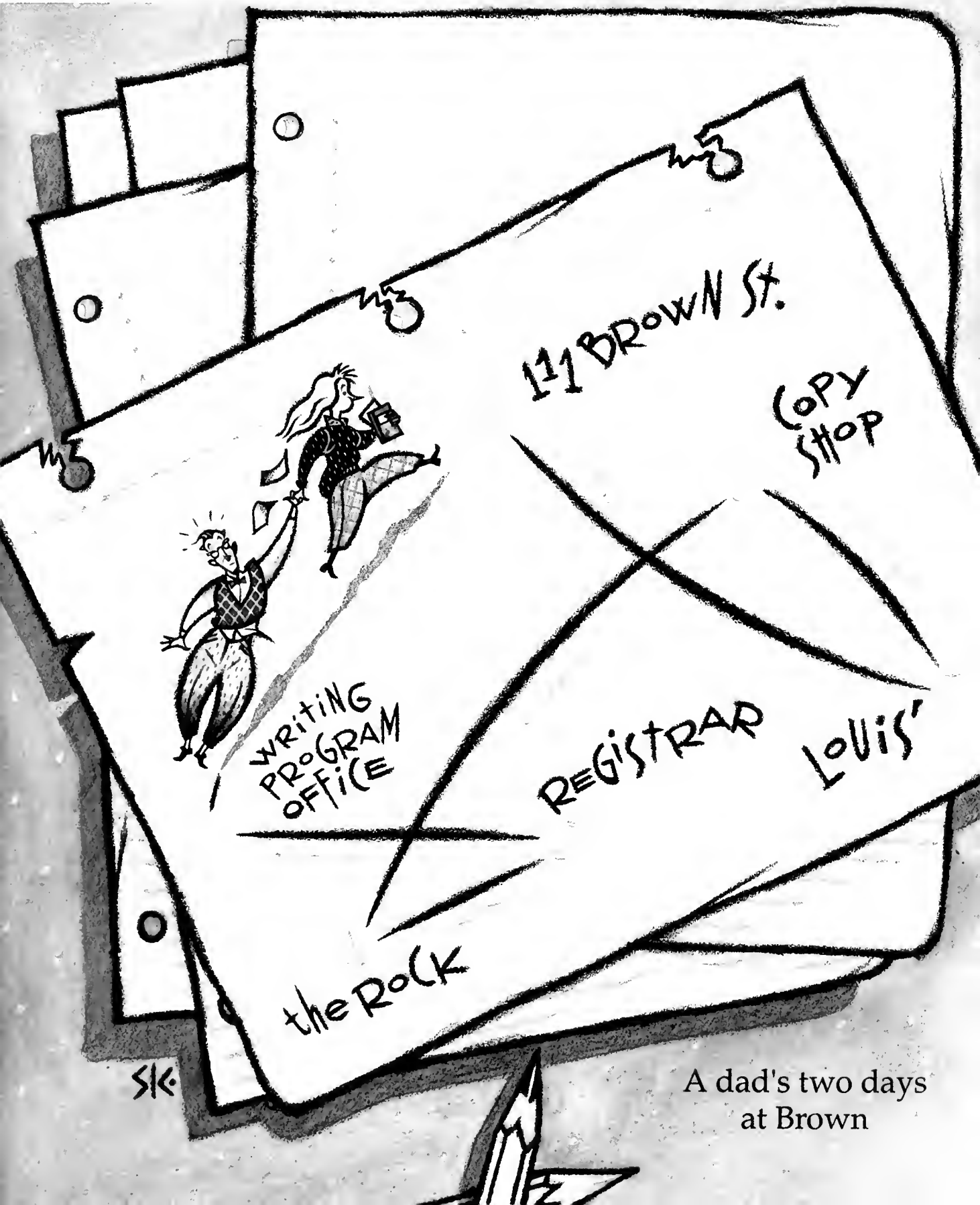






March 1990



A dad's two days  
at Brown

# Donor Profile

■ Lillian Hieock Wentworth '35

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"Does anyone remember the Model League of Nations of the 30's? I met my husband Bob, from Northeastern, at the Harvard gathering when we were both juniors. Through the years, we have kept in close touch with our alma maters; and now we are about to celebrate our 55th Reunions, which, of course, doesn't seem possible. However, we decided to mark the event by participating in the Planned Giving program now rather than just make a bequest later.

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## 'Do Fewer Things, but Better'

20

Last April, during his inauguration, President Gregory said he planned to spend the first year getting to know Brown. In a candid interview with the *BAM*, he discusses the gap between the University's aspirations and its resources.

## The Door Is Always Open

For the 250-odd Brown students who take time off each year, leavetaking can mean a glimpse of a possible career, a shot of confidence, a view of a different culture.



25



## Battling Diseases in the Third World

30

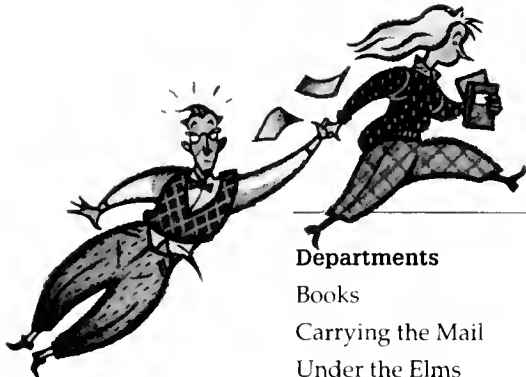
Schistosomiasis is one of the great killers in developing areas of the tropics. Through biotechnology and grass-roots medicine, Brown's International Health Institute is trying to interrupt the parasites' deadly cycle.

## Miss Daisy's Unexpected Success

The popularity of *Driving Miss Daisy* surprised no one more than its playwright, Alfred Uhry '58. After years writing librettos and teaching theater, he wrote a Pulitzer-winning play and wound up at the Oscars for the screenplay he based on it.



36



## The View From a Futon

40

Curious to see just what his "80,000 clams" were buying, one brave father came to campus midweek for a two-day visit with his daughter.

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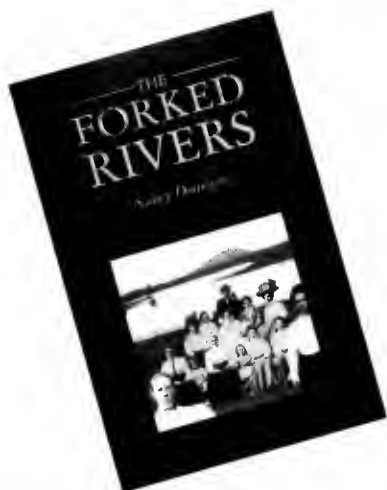
Cover: Illustration by Sean Kelly '84

# Books

By James Reinbold

## What's New

◆ *The Forked Rivers* (Alice James Books, Cambridge, Mass., 1989, \$8.95) by **Nancy Donegan** '84 A.M. Michael S. Harper, poet and Brown professor of English, has written of Nancy Donegan's poetry: "She is capable of making music of seemingly disparate lines that fade and reappear in the corpus of her work. She is always probing for those Epiphanies that sound, again and again, in her poems."



This is Donegan's first collection. She has received awards from the Academy of American Poets, among others, and is an adjunct lecturer in the English department at Brown.

◆ *Greater Nowheres* (A Fireside Book, Simon & Schuster Inc., 1988, \$9.95) by **Dave Finkelstein** '58 and Jack London. American readers seem to be fascinated with Australia. Or is it just an itch they cannot reach? We've had our mini-series, both on network and public television. Paul Hogan hawks Foster Lager, and cuddly koala bears speak Qantas.

*Greater Nowheres* chronicles a journey through the forbidding Australian Outback in search of the deadly, albeit elusive, man-eating crocodile, *crocodylus porosus*, or salty, for short. The writing is deft, whether it describes the history and geography of the continent, explores the intricacies of the adventurers' friendship, or brings to life the intriguing characters – imaginative entrepreneurs and hearty



pioneers – whom the travelers meet.

Philip Caputo notes in his forward, "[T]he Outback is not for the average tourist. . . . [S]tay home, pour yourself a drink, and with Dave Finkelstein and Jack London as your guides, take an imaginative journey into Australia's 'greater nowheres.' As I said in the beginning, it's better than being there."

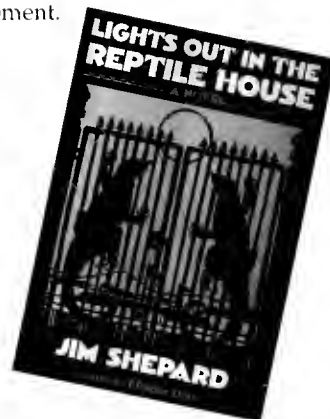
Dave Finkelstein is a contributing editor of *Marlin Magazine*. He has written articles for *The New Yorker*, *Audubon*, and *Sports Afeld*, and has translated Chinese fiction. He lives in New York City.

◆ *The Christ Child Goes to Court* (Temple University Press, 1990, \$27.95) by **Wayne R. Swanson** '69 Ph.D. In December 1980 the American Civil Liberties Union challenged the Nativity scene in the Christmas display of the city of Pawtucket, Rhode Island. An emotional controversy ensued. In March 1984, the United States Supreme Court by a 5-4 vote in *Lynch v. Donnelly* overruled lower court rulings and said that in the predominantly secular context of the display the purpose and effect of the Nativity scene was not to promote religion, but only to acknowledge the spirit of the holiday season. In his book, Swanson describes how public opinion in Rhode Island was polarized by the issue, including the "unimaginable vilification" of the Roman Catholic judge who first ordered the crèche removed.

Church-state questions resolved by the courts are usually interim in nature and often lead to imperfect solutions. Swanson reminds readers that *Lynch v. Donnelly* did not solve the problem; courts continue to struggle with this, one of the most difficult First Amendment issues.

Swanson is professor and chairman of the government department at Connecticut College and author of *Lawmaking in Connecticut*.

◆ *Cities and Social Change in Early Modern France* (Unwin Hyman, 1989) edited by **Philip Benedict**, an associate professor of history at Brown. This collection of essays, with contributions by both French and North American historians, explores the changing contours of urban life in France between the end of the Middle Ages and the fall of the Bastille. Together the essays show how urban society was transformed over this period by the growth of the state, the advance of capitalism, and the development of new patterns of social behavior. Benedict contributes an introductory overview on French urban development.



◆ *Lights Out in the Reptile House* (W.W. Norton & Company, Inc., 1990, \$18.95) by **Jim Shepard** '80 A.M. In a country unspecified in time or place, but reminiscent of the imaginary territory of Orwell or Kafka, Shepard pits his adolescent hero, Karel Roeder, against a brutal totalitarian state.

Following the fall of repressive regimes in Eastern Europe, and the subsequent newspaper reporting on Ceausescu's legacy to the people of Romania – a crippled economy, a plague of AIDS among abandoned children – newspaper articles read like fiction. The bleak worlds of Orwell and Kafka – and Shepard – have become reality. That is frightening.

Shepard teaches English and creative writing at Williams College. He is the author of two previous novels, *Flights* (1983) and *Paper Doll* (1986). **B**

# Carrying the Mail

## Brown

Alumni Monthly

March 1990  
Volume 90, No. 6

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## 'Five of the Toughest'

*Editor:* Along with my delight in reading the brief article on Bill McLoughlin's "Social and Intellectual History of the United States" (*BAM*, December) came a mild shock of recognition. For some reason I have kept all the notes I ever took in both graduate and undergraduate courses, going all the way back to Brown in the late forties. Naturally, I never look at any of them – with one exception: McLoughlin's History 173, 174, which was my baptism of fire in the American civilization doctoral program in 1967-1968. It was indeed the toughest course I had at Brown – and the best.

*Rudolph Nelson '52, '71 Ph.D.*  
Albany, N.Y.

*The writer is associate professor of English at SUNY-Albany. – Editor*

*Editor:* There is no question that Professor Milhaven's religious studies courses were extremely challenging. The difference, however, between his courses and others which had the reputation for being tough was that his were designed not to overwhelm and frustrate his students. By never assigning an unreasonable amount of reading, Milhaven ensured ample time for in-depth analysis in the weekly papers. In addition, unlike some other professors using the Socratic method, he did not intimidate or humiliate students into performing, nor did he paralyze them with the threat of a final examination or written masterpiece. In this way, he was able to keep the coursework fluid, and the discussions vital. For the student, the weekly productivity was tremendously satisfying.

But the real reason Milhaven's students worked so hard is that the back of each of their weekly papers was covered with his enthusiastic and thoughtful response, as well as further questions to

ponder. Milhaven inspired students to work because he worked just as hard to make them feel valuable. For this reason, in my memory of undergraduate and graduate teachers, he will always be outstanding.

*Catherine Armsden '77*  
San Francisco

*Editor:* Organic chemistry at Brown or anywhere else is certainly a hard course. However, students have a misconception about organic (and science courses in general) that was repeated in Mr. Walpert's article. Memorizing all the material in organic chemistry makes about as much sense as memorizing all the theorems in Euclid. The better path for geometry is to memorize the postulates and learn the process of mathematical proof. Similarly, in organic we keep applying the same ideas to ever larger and more complex molecules. Memorization becomes a less important skill than pattern recognition. As for organic chemistry being dry, I subscribe to the view of Bob Woodward: "There is excitement, fascination, and there can be great art in organic synthesis."

*J. William Suggs*  
Associate Professor of Chemistry  
Campus

*Editor:* Perhaps the reason organic chemistry is greeted so glumly by students is because it has appeared to be greeted so glumly by faculty. In fact, when I took the course it was difficult to tell who dreaded it more: the students who had to take it or the professors who had to teach it.

It was curious then to see organic chemistry featured in an article highlighting courses whose attraction is the



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inspiration and excitement for the material imbued by their respective professors.

If I took away any such impression from organic it was of what a doleful existence must be the lot of a chemist.

Perhaps if the University would regard the two semesters of organic chemistry as less a mechanism for weeding out pre-meds and more a chance to convey to eager students what excited those professors to become chemists in the first place, the course would be less of the dreary trial it traditionally has been.

And with all due respect to Dean Ripley – whose advice I relied upon frequently – while the subject matter may be no more difficult at Brown than anywhere else, that is no reason for it to remain so tormenting. Indeed, if Brown's place in the nation's education system has had any meaning over the last twenty years, it has been as a leader who shuns the unproven teaching and learning methods of old and experiments with the untraditional because it may just work.

What a thrill it would be to see an *Alumni Monthly* ten years from now featuring an article on a dynamic chemistry teacher who would say he or she took inspiration from the enthusiasm of an organic chemistry teacher at Brown.

Perhaps such motivated people will even begin to help change the scandalous state of science education in this country.

Richard Brust '75  
Allentown, Pa.

### Escalating tuition costs

*Editor:* Brown simply isn't worth it. Why pay \$20,000 a year (rising) to send a child to Brown, when good public institutions are available at half the cost, or less? The escalation in tuition costs over the last three decades is a crime, far exceeding the rate of inflation.

Academics have no concept of cost control, as Brown's new president demonstrated with his recent recommendations on faculty salaries. Little improvement is likely, however, as long as there are six times as many applicants as there are places to put them.

Whether I could afford to send my kids to Brown or not, I would not pay the prices. An elite, Ivy-League degree won't fit them for the world any better than one from the University of Virginia, William & Mary, or a host of other public institutions.

Congratulations to Irene Pigman '45

for her excellent analysis of this problem (Carrying the Mail, December).

James E. Tribble '52  
Plymouth, Mass.

### Outstanding alumni teachers

*Editor:* The University is poorer today with the loss of three outstanding local alumni/ae, Edward Gauthier '31, Kathleen McKay '34, and Elizabeth MacDonald '30. Because of the hundreds of Providence students and Brown alumni and students they taught during their years in the Providence public schools, their contribution to Providence and to Brown will transcend their passing this year.

Using three totally different teaching styles and very diverse personalities they brought richness, understanding, and discipline to their classrooms. Graduating from Brown/Pembroke and the Graduate School at about the same times, they went almost immediately into teaching in Providence. Kathleen taught Latin, while Elizabeth and Ed went into the teaching of English.

Kathleen was ready with a smile and a willingness to listen while drawing upon a strong background in subject material necessary to help her students succeed. During part of her time at Classical High School, she continued to teach Latin, while being a student counselor. Eventually she became a counselor full time.

Elizabeth was a strong woman of firm opinion who by various means would help her students to learn and excel. As head of the English department at Classical, she established several programs including honors English which continued to help students long after she retired. She, as Kathleen and Ed, gave much time and experience to Brown, working with alumni groups, counseling young teachers, and training student teachers. The hundreds she taught have strong, positive memories of her and their learning.

Ed Gauthier performed many jobs within the Providence system as teacher and coach. Using his own brand of humor, including carefully contrived mixed metaphors and malapropisms, he made the learning of English language and literature interesting and demanding. Students enjoyed his classes immensely. As a coach he was thoughtful and primarily concerned with the athlete learning as



well as playing. Good sportsmanship was always primary in his coaching.

Giving their most precious possessions of education, experience, and time to the University, Kathleen, Elizabeth, and Ed were truly outstanding alumni/ae. Each was a credit to Brown. Each will be sorely missed by those they taught, those of us who served with them, and by the Brown community to which they gave so much.

Donald E. Leonard '55  
Providence

## 'Fish Don't Vote'

*Editor:* I am writing in response to the letter sent in by William H. Dibble '51 (*BAM*, October). The letter criticized Andrew Welsh-Huggins' June/July article, saying that it gave "homosexuality an air of respectability and social acceptance." Mr. Dibble then implied that this would lead to homosexuality becoming the norm and the eventual death of the human race from disease or extinction.

It is incredible to me how much ig-

norance Mr. Dibble was able to expose in such a short letter. First of all, accepting homosexuality as something that is "normal" for some people will certainly not lead to homosexuality becoming the norm. It would simply make myopic people more aware of the homosexual people that already exist in the world. And you can bet that people such as Mr. Dibble would be in for a few surprises when they discover that some of their well-respected friends and co-workers are homosexual.

Secondly, Mr. Dibble's reference to AIDS as a purely homosexual disease that would wipe out the human race should homosexuality become more prevalent is precisely the attitude that has kept AIDS from getting the attention that it deserves as a real human problem. Believing that AIDS is a homosexual disease and therefore treating it as a homosexual problem is either due to ignorance or a lack of compassion. A person's mind will change quickly once he/she comes into contact with the disease.

At the close of his letter, Mr. Dibble

asked to be removed from *BAM*'s mailing list since you tend to print "controversial" articles rather than simply reporting on the "accomplishments of the University." It is too bad that Mr. Dibble is so closed-minded even after having received a Brown education. It is narcissism such as this that is at the root of so much of the world's prejudice. It is a shame that even after having read the Welsh-Huggins article Mr. Dibble could not open his eyes and gain a little understanding.

John Wilson '85  
Brookline, Mass.

## A lectern by any other name . . .

*Editor:* Shame on your presumably erudite staff for perpetuating a common misuse of the word "podium." Note the caption accompanying the picture on page 16 (*BAM*, December): "In a salute to graduate education, President Gregorian, at the podium . . ." In the picture, President Gregorian appears to be on

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stage with honorees, but he is definitely not at, on, or near "an elevated platform for an orchestra conductor, lecturer, or the like" ([*The American Heritage Dictionary*, Houghton Mifflin), or "a small platform for the conductor of an orchestra, for a public speaker, etc." (*The Random House College Dictionary*). He does appear, however, to be standing behind a LECTERN, "any stand that serves as a support for the notes or books of a speaker" (*American Heritage Dictionary*). Surely you don't want to lower yourselves to the level of those who are contributing to the imprecision of our language!

Victor M. Pierce '51  
Felton, Del.

## Menial jobs?

*Editor:* "Can you seriously expect someone who is intelligent enough to get into Brown to waste ten hours a week, for four crucial years, scrubbing pots [for Food Services] when they could be studying?" Sharon Lubkin asked in her letter (*BAM*, December). Maybe not when you put it that way. But the reality is that studying and having a job are *not* mutually exclusive. And working for UFS does not have to mean scrubbing pots.

I can only speak from personal experience, but a job at UFS taught me my greatest lessons about work. Signing up for a catering and a Gate shift was one of my smarter moves during Orientation Week four years ago. I scrubbed pizza pans at the Gate in the morning and served people like Jimmy Carter in the evening, and I worked over ten hours a week. By sophomore year I was working as the staffing supervisor for catering, and by junior year I was the student manager of the entire catering unit. These jobs have not been "menial." I have been employed since I was sixteen, but it was through the UFS student management system that I gained *real* experience. I hired, trained, evaluated, and managed up to twenty student supervisors and 100 student workers; served as the student link to the professional sector of the department; and played an integral role in organizing all the catering services for major University events like Commencement Week. I learned how to deal with people, solve problems, set goals, and make a difference in a real world setting. And yes, I guess I also learned to "recognize the nobility of the proletariat." Frankly, I think it's a lesson a lot

of Brown students could stand to learn.

Being a student *and* a student worker has made my four years at Brown even more challenging and fulfilling. I worked over twenty hours a week for the past three semesters, but I have still had plenty of time to take four challenging courses a semester, study hard, have fun, and sleep. Like most people, I structure my time far more efficiently when I'm busy. And I have also made a significant contribution to the cost of my education – I'm now earning \$8.50 an hour as a student supervisor, thanks to an incentive-oriented pay scale and an across-the-board raise. I'm sorry Sharon missed out on all the opportunities UFS has to offer. I, for one, learned a *lot* in my "menial" job. If I had it to do over again, I'd do it over again.

Amy E. Frisch '90  
Camпус

## 'Puling letters'

*Editor:* In a pair of puling letters (*BAM*, December), George A. Levesque ('69 Ph.D.) embarrasses himself, his family, and the institution that awarded him a graduate degree. First, Mr. Levesque complains that during a recent trip to Brown, he lost approximately \$37,000 when his car, Burberry raincoat, and umbrella were stolen from a Brown parking lot. The theft, he argues, constitutes his contribution to the Rhode Island economy, and this contribution exempts him from further supporting the University. According to Mr. Levesque, we might assume that the University uses the Pops Concerts as a diversionary tactic: it plays Fagin so that Artful Dodgers among the faculty and student body can take advantage of Mr. Levesque's material success. Perhaps even now the old basketball arena is being converted into a Brown-run, clandestine chop shop for expensive foreign cars. Reading Mr. Levesque's letter, and putting aside the question of whether or not he had insured his \$37,000 car for theft, I failed to understand why Brown should have been punished by his personal misfortune.

That is, I failed to understand Mr. Levesque's argument until I got an eye-ful of his second letter, in which he condemned affirmative action programs as "unconstitutional" and "significantly responsible for the (apparent) increase in black/white polarization." It is most

telling that Mr. Levesque used two letters to address what he obviously believes are two entirely separate problems, crime and racism. Has it ever occurred to him, I wonder, that those socially and economically unable to achieve his exalted status might resent even the sight of his \$37,000 car, not to mention his \$240 raincoat and \$26 umbrella?

Mr. Levesque feels that willing participation in affirmative action requires making the "speculative leap" that qualified minority candidates were once turned away from colleges and jobs because of their race. His conclusion, that affirmative action causes racism, is remarkable in its vapidness. Those most angered by such programs are, I think, those whose iron grip on privilege might be loosening.

If Mr. Levesque is at all concerned about reducing racial and class tensions in the United States, I have a suggestion for him: use his insurance money to buy a second-hand Ford Festiva, and contribute the remaining cash to social and educational support groups near his home in Albany. Brown and Providence are better off without his visits.

Christopher Bannou '85  
Carrboro, N.C.

## 'Tomorrow's Professors ...'

*Editor:* In the December issue, I read an article entitled "Tomorrow's Professors Are Here Today." Most of it was quite interesting, and having done research myself, I can well sympathize with the graduate students' grievances. Then I came across a quote from John Farrell. According to him, academic careers attract people without "ulterior motives ... whereas many people in medicine and law may not really love their field but are attracted to the prestige and the money."

As a medical student at Northwestern University Medical School, I know for a fact that I and the vast majority of my classmates have dedicated ourselves to the medical profession because we love it. How else could we stand up to the grueling hours? How else could we bear the weight of so many heavy books and so many exhausting exams? How else could we face up to the fact that 95 percent of all pathologies are incurable? And how could we possibly endure the thought of trying to balance all this with

a semi-normal family and personal life? The answer to these and many more questions is because we love what we do.

In a society where medical care has become a commodity and malpractice a common practice, in a time where residents earn \$3 to \$7 an hour to pay back their six-digit debts and to ease their sleepless nights, prestige and money are no longer – if they ever were – principal attractive forces luring people into the field. It is the opportunity to help, to counsel, to cure, to comfort, to research, teach, and learn that keep us where we are, proud to be in medicine.

Dawn R. Weiner '86  
Chicago

Editor: As a '77 Brown Ph.D. who's been rattling around the adjunct halls of academe for the past twelve years, I was interested in "Tomorrow's Professors Are Here Today" and its effervescent predictions for bullish new economies in the academic marketplace. Prognosticators like William Bowen (co-author of *Prospects for Faculty in the Arts and Sciences*) lead one to think that the current professoriate consists of two generations: (1) today's graduate students, scrubbed and polished "new professionals" poised to fill the breach when (2) yesterday's "gray" elite – who launched academic careers during the go-go fifties and sixties – contemplate dotage and, statistically speaking, prepare gracefully to dry up and blow away.

This simplistic model of demographic molt entirely dismisses my generation of seventies Ph.D.'s. We are relegated to the junk heap of cut lines about philosophy doctorates driving cabs and attendant mythologies romancing a "lost generation" of graduate students who entered a profession of radically diminishing returns and countered by generally butting out of academic life and settling into careers as janitors and disaffected thirty-something insurance agents.

The only thing missing from that lost generation is membership in the traditional university culture. Integers in the 1970-80 "down cycle," as Bowen puts it, we became convenient *solutions*, in fact, to fiscal crises in higher education (tax revolts, recessions, tenure saturations, declining enrollments, etc.) as administrators exploited the academic labor market by turnstiling surplus Ph.D.'s through the groves of academe and, as

an unintended consequence perhaps, mired an entire generation in subclass appointments. The winners in this have been the fifties- and sixties-generation humanities professoriate whose tenure and sabbaticals and course loads and merit raises and research funding have been paid for by a workhorse mid-generation of service faculty variously described, in the insensitive epithets of academic humor, as gypsy scholars, academic *braceros*, and – the ultimate oxy-

moron coined by a past president of the Modern Language Association – "inside outsiders." It might throw a wrench in Bowen's statistical machinery to note that we are still around, still yet to be reckoned with by his neat models and apparently invisible from his Mellon and Princeton vantage points.

Bowen's Randthink rhetoric of "market adjustments," "supply/demand ratios," and the OPECesque "flow of people through the graduate education



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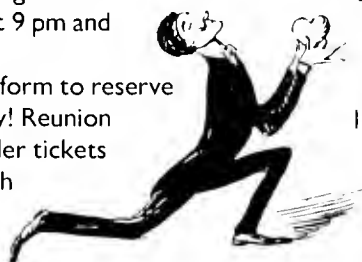
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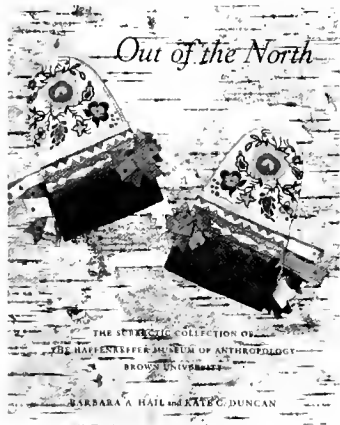
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process" diminishes the ethical depth of academe's self-scrutiny today, and, maybe worse, perpetuates hoaxes about academic life in the next decade and beyond. It is true that many search committees worship the cult of academic youth. But I would only remind today's graduate students that I will still be teaching when their children matriculate with Ph.D.'s and enter Mr. Bowen's goosestepping parade of "supply/demand ratios" and, in their turn, slug it out to gain a foothold in academic life. For every one position advertised in English departments for appointment in 1990-91, today's graduates compete with a pool of 300 applicants. Given present increases in graduate student enrollments inspired by dream-weavers like Mr. Bowen, continued downward pressure on undergraduate "applicant pools," and the plucky determination of academic *bracers* (many of whom actually write decent books and distinguish themselves in the classroom), Mr. Bowen and (co-author) Ms. Sosa presume to estimate that in six years that 300:1 ratio will plummet to 1.2:1!

Today's "professional student/-teacher" humanities graduate student may come to realize that Bowen and Sosa's reified statistical machinations are, at best, misleading and, at worst, con jobs. Bowen's economic quanta serve only the interests of high-dividend graduate programs and professional schools and the increasingly powerful corporate arm of university culture bent on self-interest, exploitation of cheap labor, and survival in an age of brutal competitiveness for human and capital resources and a worship of prestige that drives the millstones of graduate education – all of which *should not be confused* with any moral quandary over "who will teach tomorrow's undergraduates."

Bowen and Sosa's demographic prognostications ought not to detract from the real problems of specialization, professionalization, and ethnic nihilism we face as educators – issues that threaten, as suggested by the provocative title of a new book by Bruce Wilshire, *The Moral Collapse of the University*.

Without its moral center, the "not . . . cheerful picture" of academe's demographic demise constructed by Bowen and Sosa doesn't seem so cheerless after all.

David D. Cooper '77 Ph.D.  
East Lansing, Mich.

## Commenting vs. critiquing

*Editor:* Generally, I look forward to reading James Reinbold's column on books written by Brown alumni and other members of the University community. In fact, as a student, I find that reading it is one of the best ways to find out more about a particular professor's interests, endeavors, and scholarly achievements. Occasionally, I even choose to pursue studies with professors partially based on that knowledge. I also feel that the column serves an additional function for any current Brown students who read it: by marking the success former Brown students have had in the writing arena, it gives some inspiration to anyone here who hopes to achieve similar success in the future.

And usually, Reinbold's profiles and notes on the authors and their works include a good balance of information – just enough to perk one's interest, to send one out to the bookstore to pick up the book, and to read it and judge it oneself.

Reading Reinbold's column on *Three Thousand Dollars* (BAM, December), a collection of short stories by David Lipsky '87, was, therefore, both a surprise and a disappointment: instead of merely commenting on some of the controversy surrounding the book and the book itself, Reinbold decided to critique it.

Reinbold implicitly condemns Lipsky's work for being what Reinbold seems to perceive as too autobiographical and too journalistic in style, suggesting that Lipsky's book "masquerade[s] as fiction." He declares that the ending of one story is "trite" and that attempts to joke about an eating disorder in another "fails" (whether or not the latter is true or not, humor and health, as many doctors will tell you, are closely linked). Further, Reinbold criticizes Lipsky for writing in the third person, declaring that "[stories . . .] told in the third person . . . still seem like first-person narrations, failing to achieve the necessary omniscience." (As a comparative literature concentrator, I find such assertions to be lacking in logic, if not ludicrous.) Finally, Reinbold does not seem to be content with merely criticizing the author's work; he can't seem to refrain from commenting on the author himself, saying that Lipsky – when reading his work at Brown – spoke "quickly, in a high-pitched, nervous voice."

Never have I seen such a "review" and of such a negative sort in [the] *BAM*. Although Reinbold scatters a few complimentary comments (which, for the most part, come across as rather condescending) through the column on Lipsky, was it necessary for Reinbold to "judge" this work at all when others by Brown alumni have not been subject to such criticisms? To the best of my recollection, all profiles prior to Reinbold's on Lipsky have consisted of objective descriptions of the contents of the various books and rather ordinary, non-subjective commentary on the credentials and accomplishments of the authors. I find myself wondering what reason accounts for the change in Reinbold's style of presenting information on Brown books and whether or not future columns will "review" books similarly – or was Reinbold's criticism of Lipsky a one-time thing, reserved for one author who happens to criticize Brown in one story?

I can't help but feel that Reinbold has failed the Brown community by writing about Lipsky as he did. Although some of Reinbold's criticisms may indeed be valid (the narrators do seem a little too similar for my tastes, too), it is a shame that he chose to evaluate Lipsky, a promising young author and alumnus, so stringently – for in doing so, he has probably dissuaded people from reading Lipsky's work and that, I believe, is a disservice to the Brown community. As a friend to students here who are interested in creative writing and who have been inspired by Lipsky's success, I find it saddening to see a recent Brown graduate criticized on the pages of an alumni magazine that should be eagerly praising his achievements. Can other Brown authors, should they be fortunate enough to find a bit of fame on the pages of *The New Yorker* or praise from a writer like the late Raymond Carver, look forward to similar acclaim?

It's also a shame, in some ways, that Reinbold chooses to evaluate any author at all. Brown students and alumni have always been capable of forming their own judgments and arriving at their own conclusions; such critical reasoning is, after all, one of the skills that Brown helps to instill. It is unfortunate and a "not-so-funny thing" that, instead of supporting the efforts of Lipsky with as much objectivity and enthusiasm as [the] *BAM* has for other Brown authors in the past, [the] *BAM* chose to do otherwise. Unless a uniform policy of praising and criticiz-

ing all other Brown authors in subsequent profiles is adopted, I hope that [the] *BAM* will leave future "reviews" to the *New York Times* and literary journals and simply stick to more factual accounts of the books instead.

Laurelyn Douglas '92

Campus

*As is the case in most periodicals, book reviews in the Alumni Monthly reflect the opinions of the reviewer and are not intended to serve as promotional pieces. – Editor*

## The band

*Editor:* E.A. Gros' emotionally charged letter (*BAM*, June/July) in defense of the Brown Band calls out for a reply.

Those fans who sat through the half-time antics of the band during last year's football season and, specifically the Maine game, continue to be appalled by the band's insulting behavior and lack of feeling for the home crowd.

The band is indeed a musical plus at

the Brown games but their scripts are thoughtless and crude. The time has come to exercise control of these half-time programs and of the band's misguided leaders and advisors.

President Gregorian, we need your wisdom and action.

J. William Flynn '59

Peabody, Mass.

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# UNDER THE ELMS

## After twelve years as provost, Maurice Glicksman returns to research and teaching

For the last twelve years, a faint, musky tang of cigar smoke has greeted visitors to the first floor of University Hall, the fumes hovering most noticeably in the vicinity of the provost's office. Big, pungent cigars are a trademark of Maurice Glicksman, a physicist who has held top administrative posts at the University since 1974 and has been provost since 1978. Now Glicksman is leaving University Hall to return to his first loves, research and teaching. His resignation, effective June 30, was announced by President Gregorian at the February 9 meeting of the Brown Corporation.

The departure appeared to be not only amicable, but downright cozy. "In the fall of 1988 when the Corporation selected me as the sixteenth president of Brown University," explained Gregorian in a memo to the faculty and in remarks to the Corporation, "I asked my friend Maurice Glicksman to postpone his personal agenda and to continue to serve the University as provost. . . . He did so with energy, grace, and dedication. Now after eighteen months, Provost Glicksman has



**After a year's sabbatical, Maurice Glicksman will return to his position as University Professor and will be involved in further strengthening of materials research at Brown.**

asked me to approve his request for a sabbatical leave for 1990-1991, and he has also informed me of his desire to relinquish his position as provost effective the end of this academic year. . . . I have approved his request for leave and reluctantly accede to his request to change his responsibilities."

Glicksman, said Gregorian, will return to his position as University Professor and professor of engineering, and will be involved in the further strengthening of materials research at Brown. In addition, Gregorian announced the creation of two

honors in Glicksman's name: one for teaching excellence and the other a graduate fellowship.

The old saw, "gone but not forgotten," comes to mind when one contemplates Glicksman's departure from University administration. His influence on academic life at Brown since the mid-1970s has been powerful and sustained, and long after the low-ceilinged rooms of U.H. have been aired of cigar smoke, the University will be living out at least some semblance of his vision for it.

Glicksman's tenure as provost may best be remem-

bered for his controversial faculty staffing plan of 1985-86, which set goals and limits for each department as well as general academic goals for the University into the next century. No new faculty positions were added by the plan; rather, some positions vacated through retirement and attrition were reassigned to areas targeted for fortification. Then-President Howard Swearer called the report "the most far-reaching review of our academic programs in the University's recent history." It resulted in the building up of promising new areas of scholarship, such as cognitive science and international studies; some faculty, however, complained that the plan did so at the expense of traditional disciplines.

Glicksman rode out the complaints, adhering stoutly to a vision for Brown that he described as "the best small university in the country." Achieving such a distinction, he insisted, would entail "being willing to innovate with new approaches and new ideas, and . . . continuing to support areas that are strong."

Now that he is leaving

his highly visible post, Glicksman counts the development and support of interdisciplinary programs, and the recruitment of leaders for them – such as World Hunger Program Director Robert Kates and Center for Public Policy head Thomas Anton, now dean of the faculty – among his most significant accomplishments. In addition to this, what do you hope to be remembered for?, he is asked.

"For building the quality of the faculty through junior and senior appointments," Glicksman says. "I'm pleased also that I was able to bring in some outstanding administrators, such as [Vice President for Computing and Information Services] Brian Hawkins and [University Librarian] Merrily Taylor." Other sources of pride, he adds, are his support for the development of computer science and of computing initiatives across the campus, and his leadership role in the internationalization of the curriculum.

Maurice Glicksman came to Brown in 1969 as University Professor and professor of engineering after spending fifteen years heading research groups for RCA Laboratories in Princeton and Tokyo. He did his undergraduate work in engineering physics at Queen's University in Ontario, and received his master's and doctoral degrees in physics from the University of Chicago. His research specialty is the electrical transport properties of semiconductors.

Then-President Donald Hornig named Glicksman dean of the Graduate School in 1974. The following year, he acted as one of the University's chief negotiators, along with then-Dean of the Faculty Jacquelyn Mattfeld, during the Third World

Coalition's occupation of University Hall. In June 1976, Glicksman was named dean of the faculty and academic affairs, a title he retained after being made provost by Howard Swearer in 1978. He continued as provost when the dean of the faculty job was made a separate position in 1986. As provost, he has been responsible for academic budgets and staffing (except for the Program in Medicine), the University libraries, computing and information services, the registrar's office, special studies and summer programs, and a number of other projects.

Glicksman intends to spend his upcoming sabbatical year traveling to laboratories and institutions in this country, Japan, and Europe that do research on the properties of materials. He hasn't worked in the laboratory himself since 1982, but has stayed current in the field by reviewing six to ten articles a year for leading physics journals, he says.

Upon completion of his sabbatical leave, Glicksman

will serve as a special advisor to the president, at Gregorian's request. While his responsibilities, says Glicksman, will be up to the president, he hopes they may dovetail with his aspirations for materials science at the University.

When the trustees rose to salute Glicksman upon hearing of his resignation, the provost was temporarily overcome. "Vartan Gregorian said that he'd never seen me at a loss for words before," says Glicksman with a smile. He recovered quickly: "I told the Corporation that I'd soon be seeing them to get support for my area of research."

His feelings about Brown seem to go beyond fondness to a deep institutional loyalty. "One of the decisions I made in the last few years was not to move to another institution," Glicksman says. Several universities asked him to become a candidate for president, but he eventually told them no. "Brown is such a good place, it's hard to go to another university," he says.

"Also, several years ago I decided that a presidency is not the kind of job I'd enjoy doing. A president needs to have leadership characteristics, but he also must be willing to sacrifice his personal interests and his scholarship in order to raise money and provide financial support for the institution. I felt I wouldn't appreciate doing that, nor would I be the best person to do it."

President Gregorian's next major appointment will be that of Glicksman's successor, and he plans to make his decision within the month. It is expected that he will choose a senior member of the Brown faculty to be the next provost, rather than going outside the University.

Until his successor is in place, however, the current provost will be on hand in University Hall to offer the president his unique brand of academic advice – seasoned by experience and accented with a puff of smoke from his ever-present cigar. – A.D.



JOHN FORANSTE

**In January, workmen returned Alumnae Hall's chandelier, cleaned and restored, to its original home. It was taken down for repair several years ago and somehow ended up at the Providence Public Library (BAM, March 1989).**

## Nearing twenty-one, the New Curriculum becomes the Brown Curriculum and receives a (mostly) clean bill of health

As its twenty-first birthday draws nigh, the New Curriculum officially has been renamed the Brown Curriculum, and a year-long review by Dean of the College Sheila Blumstein has pronounced the 1969 educational reforms "on balance . . . a resounding success." President Varian Gregorian presented Blumstein's report to the faculty for their review on February 6. Blumstein says that she already has received letters from some faculty members, and she plans to pass those, as well as Gregorian's suggestions, to the College Curriculum Council for review; the CCC's response is expected in April.

The report, entitled *The Brown Curriculum Twenty Years Later: A Review of the Past and a Working Agenda for the Future*, concludes that Brown is doing an excellent job of giving students depth of education through rigorous and varied concentration programs. The vast majority of undergraduates study a broad range of subjects, Blumstein found. However, she concluded that for a small minority (10 percent) who narrowly focus their studies, the University fails to provide sufficient breadth.

Brown's "system of academic concentrations [as opposed to the standard disciplinary majors offered by most schools] has been one of the great successes of the 1969 reform," the report states. The University's support of interdisciplinary study has led to an increase in the number and variety of concentrations, which

now total eighty-three, 57 percent interdisciplinary, offering students "a far larger variety of paths through the curriculum than our peer institutions." Although requirements vary from one department or program to the next, the average number of courses required for an A.B. concentration is ten, for an Sc.B. concentration, seventeen. Most honors students take an additional two.

"The only disappointment," Blumstein writes of the concentration programs, "has been the more recent reluctance of Brown students to take advantage of the opportunity for independent concentrations." According to the report, only twenty-three members of the class of 1988 completed independent concentrations, as op-

posed to seventy-six in 1974. However, during those years thirty-six standard interdisciplinary concentrations were added, a factor Blumstein says may be decreasing the demand for independent programs.

The report challenges the myth that without distribution requirements, students overspecialize: statistics from the Registrar's Office indicate that more than 90 percent of Brown's class of 1989 would meet such guidelines, taking at least two courses in each of three academic areas (the sciences, social sciences, and humanities). In fact, 84 percent took three courses in each area, and 75 percent took four, or two years' study in each area. Nevertheless, Blumstein points out, 10 percent of Brown students (nearly all of whom are hu-

manities concentrators) are severely restricting their scope. The report recommends that Brown implement a coherent University-wide program of general education.

In 1969, when the curriculum was revised, most American universities provided general education through one of three models: a corpus of "Great Books," a "core curriculum," or distribution requirements. The student authors of the New Curriculum recommended eliminating Brown's existing distribution requirements, proposing instead a fourth alternative: an extensive series of interdisciplinary Modes of Thought (MOT) seminars designed to introduce freshmen and sophomores to a broad range of intellectual ideas and meth-



JOHN FORASTE

***Dean of the College Sheila Blumstein's new report says that the 1969 reforms have given Brown strong, rich concentration programs, but that for a small minority who narrowly limit their focus, the University fails to provide breadth.***

ods. The notion was that such a foundation, in combination with close advising and faculty contact, would enable each student to frame his or her own program responsibly and thoughtfully. Students would learn not only from the content of their courses, but also from the process of putting together a program, leaving Brown with the skills and the independence to teach themselves throughout their lives.

Largely because of the cost of developing a sufficient number of MOT's, the faculty voted down the general education component of the New Curriculum, states Blumstein's report, and MOT's were instituted in a limited manner. Over the intervening years, their number dwindled, and other, similar courses were added. "There are a lot of these courses," Blumstein says. "But have we organized them in a coherent way? Are they easily identifiable in the course catalogue? This is something the dean of the faculty and I can do."

For general education to work within the Brown Curriculum, she says, "the departments, programs, and concentrations need to take ownership of their responsibility for general education, just as they do for graduate education and for their concentrations."

Although the review finds the level of faculty-student contact at Brown to be quite high, it reports problems with the advising system, and states that "academic advising for sophomores is not sufficient to meet their educational needs." Blumstein recommends that sophomores continue to be advised by the person who counseled them freshman year. The report proposes that students who excessively restrict their studies might be required to

defend their choices before an academic council.

But in an interview, Blumstein indicates that she is not likely to push such students further: "Advising is crucial," she says. "We have to feel sure that we reached those students, that they didn't fall through the cracks. But for that small minority who are determined to remain narrow, I think you have to let them do it." She points out that similar students at schools with more traditional curricula manipulate the system to avoid areas they find uncomfortable, using one course to fill two requirements. "Sometimes," she says, "the intellectual clock is ticking at its own pace, and a student just isn't ready for everything at once. The mark of the educated person is knowing that you don't know everything and having the ability to ask. As long as we give them that, I think we're doing okay."

If the activities of recent Brown alumni are a valid measure, the curriculum seems to have prepared students well for such a lifetime of learning. Blumstein cites in her report the conclusions of the 1987 Yankelovich survey of Brown alumni from the classes of 1973 through 1985: although only 19 percent went on to graduate school immediately after Brown, 49 percent had completed an advanced degree, and 83 percent reported that they were either taking courses or enrolled in a graduate program. Thirty-four percent of the advanced degrees earned by those alumni were from Ivy League schools, and 72 percent were from those or other highly competitive graduate institutions. Only 10 percent of the alumni had earned doctoral degrees (21 percent held law degrees and 23 percent, M.D.'s). However, Blumstein's report points

out that a recent Georgetown University study ranked Brown highly in terms of the percentage of its alumni receiving doctorates: Brown ranked twelfth nationally in 1977-86.

Blumstein reports that in recent years Brown and other universities have seen a marked increase in student interest in the social sciences, at the expense of the natural sciences, particularly the physical sciences. The humanities seem to be holding their own, she notes. She says at Brown the shift has created overcrowding in newly popular areas – public policy and economics courses, among others – and her report suggests that the University will have to adjust either its admissions effort or its staffing to ease the imbalance.

The goal of the curricular review, said President Vartan Gregorian, was "to see what we Ivy League institutions have in common in the realm of curriculum, to test our curriculum for its rigor, and to see if we had done justice to its promise . . ." Blumstein drew on data compiled by several of Brown's administrative offices, results of the Yankelovich survey, and comparative data from other Ivy League schools.

The 1969 curricular reforms decreased the number of course credits required for a Brown degree to twenty-eight, in order to encourage students to take more academic risks. Students were expected to take thirty-two courses – eight a year – and were not allowed to use advanced placement credits earned in high school toward their degree (most of Brown's peer institutions count AP credits).

In the spring of 1988, however, the faculty voted to increase Brown's degree

requirement to thirty courses, starting with the class of 1993. Blumstein's report indicates that 87 percent of the class of 1988 passed more than the minimum twenty-eight courses, and 41 percent passed thirty-two or more. In light of Brown's refusal to count AP credits, the report states, "Brown students probably take *more*, not fewer, courses than those in other Ivy League institutions where nominal course requirements are higher."

The report says student use of the satisfactory/no credit grade option "has conformed to faculty expectations"; 86 percent of the S/NC grades issued to members of the class of 1989 were in courses outside their concentration. The use of S/NC has dropped from 60 percent in 1969-70 to 25 percent.

Brown's divergence from the traditional educational models employed by its peer institutions is a difference of means, not ends, Blumstein writes in her report. She points out that the reforms of 1969 were in keeping with the spirit expressed in 1850, when in his remarks to the Corporation, President Francis Wayland criticized the orthodox curricular methods of his day, asserting that "the various courses should be arranged so that, insofar as is practicable, every student might study what he chose, all that he chose, and nothing but what he chose." Rhetorically, Wayland asked, "Is there not reason to hope, that by rendering this study less compulsory . . . we shall raise it from its present depression and derive from it all the benefit which it is able to confer?"

Blumstein's report indicates that encouraging students to study what, and only what, they choose is as appropriate in 1990 as it was in 1850. – C.B.H.

## Non-discrimination policy statement clarified

**A**t its December 8 meeting, the Advisory and Executive (A&E) Committee of the Corporation amended Brown's official non-discrimination policy statement, clarifying the University's existing prohibition of discrimination based on sexual orientation. The policy statement, which is included in the University's admission and employment literature, now reads: "Brown University does not discriminate on the basis of sex, race, color, religion, age, handicap, status as a veteran, national or ethnic origin, or sexual orientation in the administration of its educational policies, scholarship and loan programs, or other school-administered programs."

The amendment added

the words "or sexual orientation" to that sentence and deleted a second, more convoluted, sentence, which read: "The University also affirms that judgments about admission, education, and personnel evaluations at Brown are based on merit, qualifications, and performance and not on personal attributes or convictions unrelated to academic or job performance, such as political views, marital status, sexual orientation, or happenstance of birth."

The changes were proposed to the A&E by President Vartan Gregorian, whose goal, says Vice President for University Relations Robert A. Reichley, "was simply to make the statement simpler and more direct." — C.B.H.



## Charlotte Tomas retires

**H**aving spent most of the past forty years at Brown, first as a secretary, then an undergraduate, housemother, graduate student, and dean, Charlotte Lowney Tomas '57, '65 A.M., retired as associate dean of the College in January.

During Tomas's nearly thirty years in the deanery, she served as a generalist and a counselor, wearing many hats. "Charlotte was a great

**Charlotte Tomas: "a great pitcher-inner."**

supporter of Brown and Pembroke and a disciple of Henry Wriston," says former Dean of the College Harriet Sheridan. "I could always depend on her. When I needed someone to resuscitate the Resumed Undergraduate Education Program, she brought it around, turning it into the very active and lively group it is today." When the Committee on the Status of Women was disbanded, Sheridan says, she turned to Tomas to revive it.

"I remember saying of Charlotte that the Red Sox had missed a great bet," Sheridan says. "She was a great pitcher-inner."

When Tomas retired, she was coordinating dean of freshmen, although she may be best remembered by students as "the unofficial dean of sophomores," as Sheridan puts it. Tomas "made students feel cared about when she counseled them," Sheridan says. — C.B.H.

## At 6.4 percent, next year's tuition increase is the lowest in twenty years

**A**t its February 10 meeting, the Brown Corporation set tuition for the College and the Graduate School at \$15,295 for 1990-91, a 6.4-percent increase over this year's costs and the lowest percentage tuition increase at Brown in more than twenty years.

The total charges for undergraduates next year will be \$20,720, up 6.9 percent.

They include \$2,920 for room charges, up 9.4 percent; \$2,060 in board, up 7.3 percent, and \$445 in health and activities fees, up 7.2 percent.

"Tuition and fees account for 54.8 percent of our operating budget," said Senior Vice President for Finance and Administration Frederick Bohen. That figure, he said, "is much higher than that of our peers." Brown

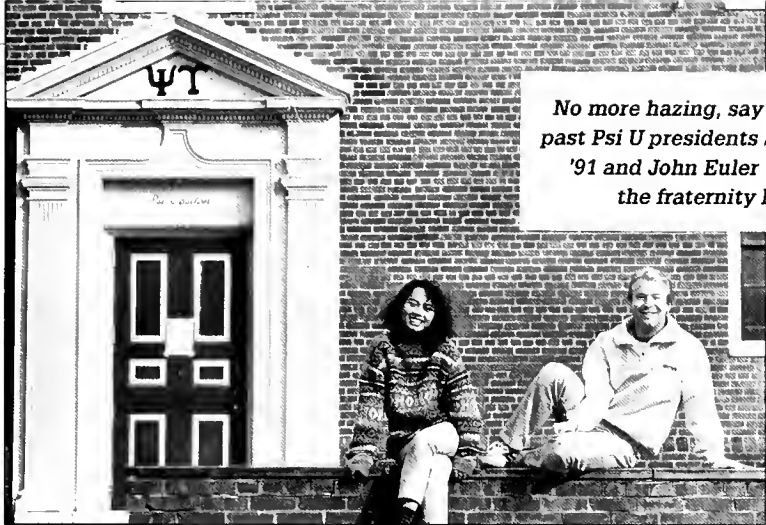
must rely heavily on tuition and fees to cover operating expenses because the University's endowment income is relatively small; Brown's endowment, at \$410 million last summer, is the smallest in the Ivy League.

"The University is operating in very difficult financial terrain," said Robert A. Reichley, vice president for University relations. "The Corporation has struggled to maintain existing programs and has had to postpone meeting many urgent and pressing needs. More than at any time during the last two decades, Brown has

very little room to maneuver."

The Advisory Committee on University Planning, which makes recommendations to the Corporation concerning the budget, has proposed that Brown increase its financial-aid budget by 7.4 percent, from \$18.7 million this year to \$20.1 million in 1990-91. Such an increase would allow financial-aid awards to keep pace with the increases in tuition and fees. It would not increase the percentage of students who receive financial aid. — A.D.





No more hazing, say current and past Psi U presidents Suong Hyunh '91 and John Euler '90 outside the fraternity house.

## Psi U becomes first Brown fraternity to abolish pledging

It's that time of year: rush. Many freshmen are making the rounds of Brown's residential fraternities and sororities, getting to know some of the brothers and sisters, and hoping for a bid that will make them one of the chosen group. But one Brown chapter of a national fraternity has taken the anxiety out of rush by dramatically altering the rules.

In what officers describe as a big leap, but also the logical next step in a series of changes to initiation rites, the Brown coed chapter of the Psi Upsilon fraternity voted on February 4 to abolish pledging. Any student willing to commit to the spirit and comradeship of Psi U need only submit his or her bid card to become an associate brother.

Challenged by their national office to implement creative alternatives to pledging, Psi U has found a new rite of passage: education. A sense of Psi U's own history will now form the core of its membership's identity. "What binds the brothers in Psi U is Psi U," explains John Euler '90, rush captain and former chapter president. "Now in-

stead of getting a beer for someone at 2:30 in the morning, [pledges] will be responsible for knowing the seven founding fathers or the traditional songs."

But the pledges are not the only ones responsible for such information. Current members will have to meet the same qualifications as the incoming associate brothers. By extending the process of "initiation" to the whole house, Psi U hopes not only to erase the divisions that develop along graduating-class lines, but also to reinforce the Psi U identity by annually boning up on its history.

The notion that enough beer, chased with a few goldfish, would endear pledges to a fraternity and form the foundations of respect and identity within the brotherhood of a chapter was once typical of Greek organizations. Initiation often took the form of pranks, scavenger hunts, and drinking games.

In recent years, Greek organizations have reassessed their initiation practices when some pledging-related deaths drew national attention to the haz-

ards of hazing. "The year I joined," notes Euler, "the majority of pledge activities stressed physical endurance — nothing that could educate me about the fraternity or teach me to respect the fraternity. Gradually, as my class began to take over, attitudes began to change."

Psi U boasts a membership as varied as Brown's student body, its members say. Chapter president Suong Hyunh '91 explains, "We don't recruit from a certain crowd. We have people who work for the BDH, others who work for WBRU, people who volunteer for Safewalk, people who escort at Planned Parenthood. It's very diverse. I know 'diversity' is Brown's key word, but it's true here at Psi U."

So how does Psi U construct a sense of identity for a group with such varied interests? How could anyone construct a sense of community with such heterogeneity?

"We used to have pledge activities where there were pledges and there were brothers," Euler says. "Now we have house activities where everyone is equal. House activities give us the

opportunity to learn about the house and enjoy being with each other without the tension or fear of doing something wrong or saying something wrong. People can enjoy themselves."

While the impetus for changes in pledging procedures on the part of the Psi U national office might seem to suggest that the Greek community has come to regret its hazardous practices, more likely the motivation is economic, observes Dean of Student Life John Robinson '67. "The Greek system across the country is suffering from a terrible insurance crisis," he explains. Hazing- and alcohol-related deaths and accidents have driven house insurance premiums through the roof. As Robinson notes, "The only sure way to eliminate hazing is to eliminate pledging."

"Pre-initiation activities are but a vestigial remain of the originally sound motivation to construct a shared identity," Robinson continues. "Initiation grew from the impulse to require potential members to give up some of their individuality and to take on some new information reinforced by ritual. Replacing games, pranks, and antics with education and a community-service commitment would be extremely meaningful for the associate brothers, and it would raise the level of dignity and substance of all the organizations in the Greek system."

Psi U leaders say they are as sensitive to concerns about hazing as they are eager to teach their associate brothers the history and traditions of their fraternity. Says Euler: "People don't need to be harassed. They need to be supported and encouraged." — Wendy Kesser '91

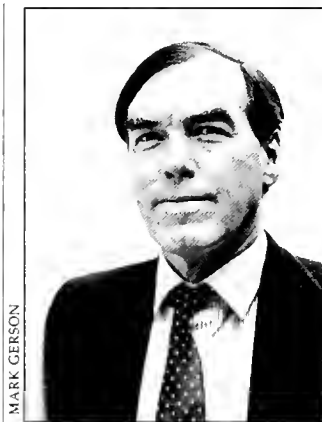
## Military historian John Keegan reveals 'winner' of second world war – a victory consummated only this past year, he says

With his thoroughly upper-crust, public-school British accent, military historian John Keegan seemed an unlikely sort to be clapping the Yanks on the back. But that's exactly what he did, figuratively, in his brisk and informative address in the Salomon Center in January.

"Who Won the Second World War?" That was Keegan's topic for the lecture, sponsored by the management committee of the Anne S.K. Brown Military Collection, which is located in the John Hay Library. He was the first annual Anne S.K. Brown Memorial Lecture, named for the late wife of John Nicholas Brown, the late Brown Fellow and descendant of the family whose largesse resulted in the University's naming. During her lifetime, Mrs. Brown assembled a vast collection of material on military uniforms, tactics, and organization, which she donated to Brown in the early 1980s.

In his opening remarks, Capt. Nicholas Brown, son of John and Anne, reminded the audience that the study of military history holds important lessons for everyone. "Near the end of her life, my mother said, 'War is great, in the sense that people are heroic. But let us also remember that war is hell.' War is hell," Nicholas Brown said. "It is something to be avoided. If we don't learn from studying it, we are condemned to repeat it."

Brown introduced Keegan as "our greatest living historian" of war. Currently



MARK GERSON

***The denouement of WWII, argues John Keegan, author of *The Second World War*, above, has been enacted in Eastern Europe this year with victory falling to the U.S.***

defense correspondent for *The Daily Telegraph* of London, Keegan formerly was senior lecturer at the Royal Military Academy at Sandhurst. His new book, *The Second World War*, has won praise from critics and recently was the main selection of the History Book Club.

Who won the second world war, indeed? The answer wasn't forthcoming until far along in Keegan's address, in which he traced the post-war fortunes of nearly every country that played a part in the war. Suddenly, there it was:

"America won World War II," Keegan asserted. And it is only in the past twelve months, fifty years after the war broke out, that America's victory has come into focus, he said. The other obvious "victors" were not so fortunate, Keegan explained. The Soviet Union



did become a major world power because of its role as one of the Allies, but at the cost of enormous loss of life – as many as 40 million people, about 10 percent of its population. In contrast, the U.S. lost fewer than 300,000 lives, and all but five were service personnel.

Whereas the influence and prosperity of Britain and France declined markedly in the decades after World War II, Americans' role in that war "changed their relationship with the whole world," Keegan explained. The war resulted in "the creation of a new sort of power – the greatest power ever in the history of the world."

While engaged in the war, Keegan continued, America saw the size of its economy increase by more than 50 percent. This "extraordinary surge," he said, was attributable in part to the development of advanced aircraft engineering in the U.S. The American gift for developing and selling state-of-the-art technology, he suggested, will reassert itself now that political reforms in Eastern Europe and the U.S.S.R. allow the U.S. to relax its defense of the free world and "give its full attention to [economic competition with] the Japanese.

"I do not believe," he

added, "that America terminally damaged its economy by its expenditures in defending the free world. Its greatest economic achievements lie ahead."

In terms of foreign relations, too, Keegan noted, the U.S. came out of World War II as a leader. "The U.S. embraced the role the war thrust upon it," he said. "By the 1950s, it stood at the center of several multilateral alliances. One tyranny had been overcome, but another had taken its place – the Soviet Union."

For more than forty years, said Keegan, the U.S.S.R. posed the greatest threat to the stability of the free world. "In the last twelve months, the victory of the second world war has finally been consummated" with the peaceful disintegration of Communism as a force in Eastern Europe and, potentially, in the U.S.S.R. itself.

Recent world events do not, Keegan argued, herald "the end of history," as another historian has proposed. "Asking for freedom and getting it are likely to prove very different things," he observed of the struggles to establish democracies in many countries.

While America's example is peerless in inspiring such movements toward liberty, he added, it also creates expectations that may not apply in countries without the U.S.'s physical attributes and history. "Only in America," he said, "could the ideals of the farming class be realized with the comprehensiveness you have here."

In World War II, "America was confronted by its greatest challenge in its 200-year history," Keegan concluded. The result was "a unique civilization, brought into being by factors and circumstances that can never be repeated." – A.D.

## SEIU attempts to organize clerical and technical staff at Brown; administration opposes unionization

An ongoing attempt by the Service Employees International Union (SEIU) to organize nearly 1,000 clerical and technical workers on campus may lead to an election, conducted by the National Labor Relations Board (NLRB), during the coming year. If the organizing drive is successful, the clerical and technical employees will constitute the largest and most widely-distributed bargaining unit on campus, according to Margaret Ives, assistant vice president for human resources.

Brown currently has some 500 unionized employees, most of them members of SEIU bargaining units. Physical plant workers unionized in 1943, library workers in 1973, and food-service workers in 1974. Since 1972, police and security employees have had

their own independent union.

SEIU organizers began distributing union literature on campus last November. On December 18, President Gregorian wrote to all Brown employees to convey the University's position on the union.

"In my considered judgment," he wrote, "our clerical and technical employees would be making a serious mistake to unionize. . . . (U)nionization . . . could alter the present sense of community and closeness. . . . Unions, unfortunately, do not create more revenue for the University to pay higher wages. . . . Ultimately, Brown, as a community – and not as diverse factions – has to deal with [issues of salaries and benefits], and I believe we will make progress more readily without union representation of our clerical

and technical staff.

"If, however," Gregorian's letter concluded, "our . . . staff choose freely and democratically to have union representation through a process culminating in an NLRB election by secret ballot, my administration will do its best to establish a cooperative and productive relationship."

During the months of January and February, SEIU organizers continued to communicate with employees, and issued a newsletter, the *Brown Community News*, explaining their motivation. "We often feel there are *two* Brown communities," noted an editorial by the organizing committee in an edition distributed on February 7. "One is the public Brown with a \$400 million-plus endowment and over \$350 million in local property. The other Brown is made up of hard-working men and wom-

en, many of us parents, whose starting salaries barely exceed the 'Lower Level Standard of Living' for a family of four."

Meanwhile, the Office of Human Resources was holding training sessions for all supervisors to "inform you about the University's position and the progress and significance of the union campaign so you can respond in an informed manner to questions from your staff," according to a memo.

A precise timetable for the organizing campaign has not been made public. Many on campus believe that the SEIU's efforts will intensify this spring before students – often sympathetic to the workers' side in labor issues – leave for summer vacation. – A.D.

*It didn't have quite the ring of "Singin' in the Rain," but dancin' in the snow made for a great noontime show February 6, when the Ballroom Dance Club kicked up their boots on the erstwhile Green.*



JOHN FORASTE

# Sports

By James Reinhold

## Two teams, two directions

### Men's basketball falters at Princeton

As gray February blanketed the Brown campus and the promise of spring was only a figment of Punxsutawney Phil's imagination, two Brown teams went on the road for a make-or-break weekend.

Coach Bob Gaudet hoped his men's hockey team, winner of only one game last year, could put a lock on an ECAC playoff spot. Coach Mike Cingiser's men's basketball team, buried in the pre-season polls, stood tall in a tie for second place in the Ivies, one game behind Princeton.

Cingiser was leading his young team on the Penn-Princeton trip, often a nightmare for the Bears in the past. With a 5-3 record, they trailed league-leading Princeton by only one game. A loss would mean, in all probability, the end of championship aspirations.

The script, unfortunately, was played out in the usual fashion. The Tigers lost no time in attacking. Shooting 67 percent from the field, including nine of fourteen from three-point range, they took a commanding 40-18 lead at halftime and coasted to a 74-47 win.

Brown never recovered. Freshman sensation Carlos Williams, who finished the evening with 15 points, the only Bruin in double figures, brought Brown to

within 18 with five minutes remaining, but that was as close as the team would get.

At the Palestra the following evening, Brown played Penn close through the first half. Despite inspired three-point shooting by Penn guard Jerry Simon, Brown trailed only by three at the half, 37-34. But in the second half, Penn took control on an 18-8 run and with twelve minutes to go had an eleven-point advantage. Brown shot only 39 percent from the field.

After the weekend, the standings shuffled again like the arrival and departure billboard at Grand Central Station. Forty-eight hours before, Brown had been in second place; now they were tied for third, with Dartmouth and Penn, at 5-5. Harvard and Yale shared second place at 6-4, and Princeton remained atop the standings at 8-2.

### Men's hockey crashes the playoffs

Meanwhile, Gaudet's hockey team turned up its level of play a notch and scorched Colgate, the nation's second-ranked team, 7-6. It was the second upset of a top-five team this season for Brown, which earlier in the season defeated then-third-ranked Providence College, 5-4, in overtime. The following evening, Brown lost to Cor-

nell, in third place in the ECAC, 5-2.

The win secured for Brown an ECAC playoff spot. Going into the final weekend of regular-season action, the Bears stood in eighth place in the ECAC standings with a 7-10-3 record. A win against either Princeton or Army – both of which Brown had beaten earlier in the season – would guarantee home ice for the first playoff game.

While making the playoffs was a pre-season goal for the team, the season got off to a less than auspicious start. After two ties and a win, the team lost seven straight before rebounding, on the road, with three wins.

"We expected to struggle early on," Gaudet said. "Practice began on October 22 and we hit the ice on November 11. Before we knew it, we were playing games. We had to teach the young players everything. It takes a while for it all to sink in."

The fact that the team played so many away games early in the season prompted some fans to wonder whether Meehan was undergoing renovations. But the road schedule strengthened the young team's resolve, according to Gaudet. "This team won't back down against anyone," the coach said.

The 1989-90 team features only three seniors and a sprinkling of juniors. Gaudet has a wealth of freshman talent, and he credits his assistant coaches, Scott Borek and Brian McCloskey, for that. "They go after the top players in the country," he said. "There's no reason anymore for anyone – players, coaches, or fans – to feel that at Brown we have a second-class program. There is unlimited, untapped potential here."

Remember when you

couldn't get a ticket to a Brown hockey game? Those days are back.

## Fait accompli

■ **Women's ice hockey** (8-11-2, 2-7-1 Ivy) concluded the season on a upbeat note. Jane Corcoran '91, with four goals and three assists, led the Pandas to a 7-5 win over St. Lawrence. Kirsten Rendell '90 had 18 saves.

The following evening, at Meehan, the Pandas hosted Cornell. The Big Red scored three times in the first period, but Brown held the league-leading and league-undefeated team scoreless over the next two periods and came within a goal of tying the game when Whitney Robbins '90 and Corcoran scored in the third period.

■ It seems bizarre, but **wrestling's** season seems to hinge on one Ivy match: Cornell. And despite posting an impressive overall record of 13-7 going into a final-season meet against Columbia, the Bears have come up short again in 1989-90 in their bid for a first-ever Ivy League championship. For the third straight year, they lost to Cornell, the undefeated and once-again Ivy champ. In meets following the Cornell defeat, Brown soundly defeated Harvard and Yale.

■ **Women's swimming** beat Columbia on February 10 at Smith Swim Center for their sixth season win against three losses and then began preparing for the Easterns.

■ **Men's swimming** lost all ten meets this year. Individual winners in the final meet of the season against Army included Gary Wing '90 in the 200 freestyle and Bill Schaub '91 in the one-meter diving.

■ **Women's basketball** upped their Ivy record to 6-

(January 15 - February 19)

4 with home-court wins over Princeton and Penn. Against Princeton, Brown came back from a fourteen-point halftime deficit to win, 59-54. Margaret Fuchs '91 had 14 points, and Elaine Harper '93 had ten. Though a win over Penn the following evening raised their record to 6-4, the Bruins had little hope of catching league-leading Dartmouth, which remains undefeated.

■ **Women's squash** finished first in Division II and seventh overall in the annual Howe Cup competition.

■ **Gymnastics**, enjoying a 7-4 record, piled up its most points ever against Southern Utah State and Springfield when they scored 175.40 in the dual meet.

## Kudos

■ **Carlos Williams** '93 was named men's basketball Ivy League Rookie-of-the-Week for three consecutive weeks, and four times during the season. Williams scored 22 points and pulled down 14 rebounds in games against Columbia and Cornell. He is the league's leading rebounder and also leads the Ivies in field-goal percentage - 59.8 percent.

■ Women's basketball's **Maia Baker** '90 is leading the Ivy League in rebounding, averaging 11.3 per game.

■ **Chris Harvey** '90, men's hockey goalie, was named ECAC co-player of the week for his performance against St. Lawrence and Clarkson. He had a total of 92 saves, permitting only five goals. Brown lost to St. Lawrence, 3-2, and tied Clarkson, 2-2. Harvey holds the ECAC record for saves.

■ **Jennifer Boyd** '90 set a slew of records when women's swimming met Penn on January 20. In the 50-yard freestyle, the 100-yard free-

style, and the 100-yard butterfly, she broke Brown, Ivy League, and Eastern records. Her times in the 50 and 100 free (22.65 and 49.94 respectively) were the fastest in the country this year, and her time in the 100-yard butterfly (55.53) was the fourth fastest in the U.S. this year. All times were Penn pool records and qualified Boyd for the NCAA tournament in Austin, Texas, in March.

## Rhode Island Athlete of the Year

**Greg Whiteley** '89 has been named the 1989 Rhode Island Male Athlete of the Year by Words Unlimited, the association of Rhode Island sportswriters and sportscasters. The award was presented at the annual dinner in February.

Whiteley (BAM, June 1989) became the first Brown runner to win an NCAA championship when he captured the 3,000-meter title at last year's NCAA Division One Indoor Championships in Indianapolis. He also won the 5,000- and 10,000-meter races at the Heps and finished third in the 5,000 meters at the NCAA outdoor championships that same year. Last June, he ran the first sub-four-minute mile by a Brown runner at the Jackie Joyner Invitational in Los Angeles.

Whiteley, who recently returned from Europe where he trained, ran, and studied at the University of Copenhagen, was a member of the 1990 United States Cross Country team that competed in the World Cross Country Championships in Aix-Les-Bains, France, on March 24. The team was made up of the best runners in the U.S. More than 300 runners from about forty nations competed on the 12-kilometer course. **B**

### Men's Basketball (8-14)

Yale 55, Brown 53  
Brown 62, Yale 60  
Dartmouth 74, Brown 63  
Brown 88, Harvard 77  
Brown 70, Columbia 59  
Brown 62, Cornell 56  
Princeton 74, Brown 47  
Penn 86, Brown 71

### Women's Basketball (13-9)

Brown 68, Brooklyn College 46  
Brown 62, Yale 57  
Brown 69, Hartford 45  
Yale 49, Brown 47  
Dartmouth 82, Brown 70  
Brown 89, Harvard 74  
Columbia 63, Brown 55  
Brown 82, Cornell 64  
Brown 59, Princeton 56  
Brown 63, Penn 59

### Men's Hockey (8-13-3)

Cornell 4, Brown 2  
Colgate 5, Brown 2  
Brown 5, Providence 4  
Brown 3, Yale 1  
RPI 10, Brown 5  
Brown 4, Vermont 2  
St. Lawrence 3, Brown 2  
Brown 2, Clarkson 2  
Brown 7, Colgate 6  
Cornell 5, Brown 2

### Women's Ice Hockey (8-11-2)

Brown 1, Dartmouth 1  
Northeastern 4, Brown 0  
Brown 6, Boston College 1  
Dartmouth 7, Brown 3  
Harvard 1, Brown 0  
Brown 6, Colby 0  
New Hampshire 8, Brown 1  
Brown 3, Concordia 2  
Brown 5, Yale 1  
Princeton 6, Brown 3  
Brown 7, St. Lawrence 5  
Cornell 3, Brown 2

### Men's Squash (8-10)

Brown 6, Fordham 3  
Tufts 7, Brown 2  
Trinity 9, Brown 0  
Brown 6, Army 3  
Dartmouth 9, Brown 0  
Brown 6, Connecticut College 3  
Vassar 6, Brown 3  
Princeton 9, Brown 0  
Brown 8, Babson 1

### Women's Squash (4-4)

Yale 7, Brown 2  
Brown 9, Tufts 0  
Harvard 8, Brown 1  
Brown 8, Dartmouth 1  
7th (1st in Division 2) at Howe Cup, Yale

### Men's Swimming (0-10)

Navy 72, Brown 39  
Penn 73, Brown 38  
Yale 60, Brown 53  
Cornell 70, Brown 43  
Columbia 67, Brown 46  
Army 65, Brown 48

### Women's Swimming (6-3)

Penn 93, Brown 47  
Brown 97, Yale 43  
Penn State 176, Brown 111  
Brown 89, Cornell 49  
Brown 97, Columbia 42

### Wrestling (13-7)

Lehigh 21, Brown 16  
Boston University 18, Brown 16  
Brown 36, Northeastern 2  
Brown 19, Rutgers 15  
Brown 26, Franklin & Marshall 8  
Brown 35, Wagner 7  
Brown 23, Penn 9  
Brown 35, Princeton 7  
Brown 24, Lycoming 15  
Brown 35, American University 6  
Cornell 25, Brown 15  
Brown 25, Harvard 11  
Brown 25, Central Connecticut 14  
Brown 38, Yale 9  
Brown 32, New Hampshire 8

### Gymnastics (7-4)

Rhode Island 174.05, Brown 169.10  
New Hampshire 178.30, Brown 172.40  
Brown 171.90, Yale 163.15  
Brown 172.95, Vermont 171.05  
Brown 168.90, Salem State 158.93  
Brown 168.90, Bridgewater 137.75  
Brown 168.90, RIC 144.55  
Northeastern 181.50, Brown 173.60  
Brown 173.60, UC-Santa Barbara 172.70  
Southern Utah State 179.55, Brown 175.40  
Brown 175.40, Springfield 169.85

### Men's Indoor Track (1-3)

Yale 66.5, Brown 45  
Penn 66.5, Brown 45  
Dartmouth 74, Brown 57  
Brown 57, Harvard 31

### Women's Indoor Track (6-0)

Brown 85, Rhode Island 78  
Brown 85, Yale 25  
Brown 85, Springfield 18  
Brown 85, Columbia 15  
Brown 67, Harvard 51  
Brown 67, Dartmouth 30



# 'We have to do fewer things, but better'

*An interview with President Gregorian by Managing Editor Anne Diffily*



JOHN FORASTE

Last April, we described the inauguration of Brown's sixteenth president, Vartan Gregorian, as a joyful wedding between man and institution. The new president's ebullience, his elegant oratory, and his irrepressible warmth made him an instant favorite with students, staff, and alumni. Even the faculty, always a skeptical bunch, seemed encouraged by his decidedly "one of us" academic credentials.

Nearly a year has passed since Gregorian took office, and while it would perhaps be melodramatic to say the honeymoon is over, clearly it is roll-up-your-sleeves time for the president and those who report to him. As he had promised last spring, Gregorian spent the months through December immersed in an intensive learning experience, familiarizing himself with the University community and with the institutional framework that supports it. He met with hundreds of faculty, students, and staff, and appeared at alumni events in six cities around the country. He authorized internal studies of several crucial areas: the curriculum, centers and institutes, athletics, and the twenty-year-old medical program.

Gregorian also presided over some senior staff changes, beginning with the December appointment of Professor of Political Science Thomas Anton as dean of the faculty, filling the vacancy left by John Quinn's departure for the University of Tennessee chancellorship last year. In early January, Gregorian advised Athletic Director John Parry '65 that his contract would not be renewed; Parry has been replaced by acting director Steve Gladstone, the men's crew coach, while a national search for a new director is carried out. Gregorian's third senior staff change will be the naming of a new provost to succeed Maurice Glicksman, who in February announced his intention to return to teaching and research in the Division of Engineering.

In a year when the report by the University's Advisory Committee on University Planning (ACUP), which is used to determine a budget for the next fiscal year, is the most somber in recent memory, and when Brown begins to mobilize for a major fund-raising campaign in 1991, Gregorian's leadership will come under intense scrutiny. The president returned in late January from a two-week stay in Australia (where he had gone with his family to attend son Raffi's wedding) fired with New Year's resolutions to use his time more effectively. The open-door policy that was so endearing, but

also enervating for him, would be severely curtailed, he announced. No more would he respond to students' complaints about such matters as blocked toilets in dormitories. He would be easing his efforts to get to know every faculty member, in order to spend this year putting Brown's house in order – a process, he warned, that would require some sacrifices of every segment of the campus community.

"The University has increased in size without planning," he told the faculty at its February 6 meeting, in remarks that were longer and grittier than usual. "Frankly, we cannot afford it." Expenditures, the president explained, are rising faster than Brown's income. The spiraling costs of health insurance for employees, benefits for "an aging faculty," postage increases, the expense of disposing of hazardous waste produced by Brown's science laboratories – these and other out-of-control expenses are threatening to cripple the University for the first time since the bleak days of the energy crisis in the early 1970s, when Brown had to cut its operating budget severely to get out of the red.

To counter some of the pressures on Brown's budget, Gregorian said to the faculty, he was immediately imposing a moratorium on the establishment of new centers and institutes, looking for ways to eliminate administrative duplication, and limiting expansion so that it would be "planned, not accidental – based on an academic plan, not the needs and desires of our departments.

"I am sorry to bring you this bad news," Gregorian continued. "But it has been a shock to me personally – the gap between Brown's aspirations and its resources. We have to regroup from all sides of the University. I'm not going to try to be popular, and to say, '*Après moi, le déluge.*' "

That Friday, Gregorian delivered a similar message to the Brown Corporation at its February meeting. Later, the Corporation voted a 6.4-percent increase in Brown's tuition for next year, slightly higher than the 6-percent increase recommended by ACUP. Shortly thereafter, the *BAM* visited Gregorian in his office to learn more about his plans for the University in the near future. Portions of that conversation follow.

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*You told the faculty at its February meeting that Brown's fiscal situation has come as a shock to you. What in particular surprised you?*

The most important thing that came as a shock to me is the invisible portion of our budget. That is to say, the costs of health benefits, retirement bene-

fits, and other uncontrollable costs are skyrocketing. Benefit costs alone will increase 33.7 percent over a two-year period, from last July to June 1991. Brown spends nearly \$17,000 each day, 365 days a year, on health benefits for its employees.

The second fact that shocked me was that we have stretched the limits in everything we do. We have no room to maneuver. This is one university where a major error can wipe out the entire contingency.

We are highly tuition-dependent. It is likely that next year Brown will rely on tuition income for as much as 55 percent of its arts and sciences budget, which is very high among the Ivy League institutions. For example, that percentage is more than twice the impact of tuition income on the Princeton budget and 20 percent more than Dartmouth's. Our endowment has increased to \$410 million, its highest level ever. Annual giving has increased. But expenditures constantly threaten to run ahead of our income.

We have increased the size of the administrative and support staff, and we are roughly fifteen people above the level set by our faculty staffing plan in 1985. We have had to seize opportunity when it has knocked at our door, but some of the opportunities were in "soft" money. Sometimes, in order to accept two dollars, we have had to come up with one dollar. That one dollar now has become a burden.

During the past twenty years, the University has had a great record of responding to social causes and student needs. Whether it's opening the Center for Information Technology for twenty-four hours, tutorials, psychiatric care, extra security – we have provided all kinds of services, and all of them cost money. The challenge that faces us now is how to keep the instructional budget intact. We must remember that people come here because of the faculty. They don't come here because of the food, because of the buildings, nor even because of good administrators or famous trustees. They come here because there is a teaching faculty. So, although everything is important, I am looking for ways to keep the instructional budget healthy.

At this time, we need to pause, take inventory, see where we're vulnerable, where we have to trim, where we have to consolidate, and where we have to expand. We need to see the total picture of Brown's strengths and its future direction. As we do that, our hallmark should be excellence. We cannot do everything that our competitors are doing, so we have to do fewer things, but better. We have to insure excellence in areas that are natural outgrowths of our traditions and our faculty.

*Why are academic centers and institutes coming under your scrutiny?*

Brown has some thirty-eight centers and institutes. I have nothing against centers and institutes; as a matter of fact, I believe in the interdisciplinary and multidisciplinary approach. But I do think an examination should be made to see which centers are enhancing our undergraduate and graduate education, which are providing opportunities for our students for research, which centers are essential to faculty research and scholarship, which centers are eroding our instructional budget, which are very costly, and which we must preserve. Some of them are very valuable; some of them are not costly at all; some of them are one-person centers. We're looking into all that. In the meantime, I have announced a moratorium on commitments to new centers and institutes.

Professor Charles Beitz, an ACE Fellow, has been working on this issue with the provost, the dean of the faculty, and me.

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*I understand that several other studies are in progress.*

Since coming to Brown, I have initiated reports on the curriculum, the medical program, centers and institutes, and athletics. The first and last are completed, and the others are due this month. Also, I have authorized a head count of all auxiliary staff to see who is on what kind of funding.

As I promised when I came, I set out to know the institution, its strengths and weaknesses. At Brown, often we know how well individual academic and administrative areas are doing. But there seems to be no overall University matrix that indicates how our resources are being used and where our programs should be in ten years. We cannot undertake new commitments if they are going to erode the excellence of existing ones. I hope to develop two or three models for the future, and go forward. But the fact is, we cannot have deficits; we cannot embark upon a new capital campaign in order simply to cover our deficits.

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*The assessments you describe imply that some areas of the University may be vulnerable to cutbacks or at least streamlining. How will you accomplish the fiscal adjustments necessary to insure Brown's stability, and also the long-term academic planning you have mentioned, while maintaining a sense of collegiality and cooperation?*

We have to convey to our faculty that we are subject to socioeconomic upheavals. Many faculty think universities are immune to economic forces acting upon the nation. We are not. Neither is the state of Rhode Island, nor for that matter are our Ivy League sister institutions. For example, Cornell is cutting 4 percent of its budget; Dartmouth is

cutting \$2 million; even rich Princeton is claiming a deficit.

I believe that it's much better to take preventive measures, to plug holes, than to allow the holes to become major gaps that cost more to repair. I'm going to try to repair, not to cut.

Departments cannot think of departments alone. They must think of the University as an entity. If a ship sinks, it doesn't matter who was traveling in first class and who was traveling in second class. On the eve of the French Revolution the various classes were doing very well indeed – the middle class, the aristocracy, and so on. But the state was bankrupt.

We're not bankrupt, but I don't want us to teeter on the verge of bankruptcy by assuming many responsibilities towards individuals, programs, or causes that we cannot possibly do justice to. Therefore, what we are going to try to do is prune to enable new growth. Periodic pruning is necessary if trees are to grow; at least that's what a former gardener tells me. . . .

The faculty must know first-hand and believe that the current crisis is real, that we have various choices, that these choices are thought through – they're not mechanistic, they're not across the board. They're not intended to save money for the sake of saving money; they're intended to save Brown's fiscal integrity. So the process of pruning has to be open; it has to be credible; it has to be logical. And all of us have to shoulder the sacrifices – administrators, faculty, everyone.

We cannot launch a fund-raising campaign by saying, Please, we have grown inadvertently without a plan, we have unanticipated cost overruns, we have needs, we have deficits, so we're launching a campaign to cover these. We must launch a campaign on the basis that Brown has managed to grow responsibly in quality and is able to build rather than merely repair.

Most people, especially those students who are not involved in University affairs, don't know about the finances of the University. They think because we're a "hot school," with so many applications for admission, that money is no problem.

To give you an idea of just how much we're doing with how little, let me read some figures. For the 1990-91 fiscal year, the Princeton University budget for academic departments, programs, instruction, faculty, and teaching assistants is \$135 million. Brown's is \$65 million – not even 50 percent of Princeton's. For academic administration and student services, Princeton's budget is \$18 million; ours is \$7 million. Princeton spends \$20 million on graduate fellowships; we spend \$3.8 million. Princeton's library budget is \$20 million; ours is \$9.5 million. For general administration and expenses, Princeton's budget is \$20 million; Brown's is \$11 million.

The difference is, Princeton's endowment is \$2.5 billion and Brown's is only \$400 million. But when it comes to undergraduate scholarships,



**The president greets freshmen and their parents during orientation.**

Princeton spends \$16.7 million and we spend \$16.3 million – there is only \$400,000 separating us.

Brown is doing a tremendous job. Our problems, as I told the trustees, are due to our progress. We would not have any problems if we were mediocre – we wouldn't be doing anything. I don't want our success to cripple us. I have come to believe that you can't do everything well, so you have to be selective.

*As you've noted, the physical and biological sciences at Brown are relatively strong in resources and low in undergraduate enrollments, while the social sciences and humanities are often oversubscribed. How might Brown better balance students' curricular preferences with its resources?*

We have excellent science departments: one of the great geology departments in the country, materials science, applied math, physics, chemistry. One of the curriculum's shortcomings is that by allowing students to take what they wish, it also presents us with conflicts in matching faculty resources with students. Therefore, we have over-enrollment of many social-sciences courses and some in the humanities, but not comparable enrollments in the

physical or life sciences. We must dispel the view that Brown is only about the humanities and the social sciences. We have to educate our applicants that Brown is about arts *and* sciences. We should recruit those National Merit Scholars, Regents' Scholars, and others, who are strong in the sciences, so we can do justice to our science faculty. I don't want our science departments to become more and more only for graduate students, with some introductory courses. There is no reason Brown, with the highest applicant pool in the Ivy League, cannot attract potential scientists.

*What is your assessment of Dean Sheila Blumstein's report on the curriculum? (see Under the Elms)*

I'm pleased with the report, but a lot has to be done. The main objective, as I have mentioned, is to achieve a correspondence between student needs and interests, and faculty resources.

I'm interested in the 10 percent of undergraduates who don't take courses in areas outside of their majors. Humanities students in particular have been singled out as culprits for being one-dimensional. Advising alone is not going to be the answer; we have to seek other mechanisms. Perhaps we'll introduce several new courses taught by teams of professors, such as "Introduction to the Humanities" and "Introduction to Science." The content of these intellectual courses could show students the cutting edge of various disciplines and the unity of knowledge.

*How would you insure that students took advantage of courses outside their primary interest?*

We could make it part of the concentration. Why not ask that each major have a general course requirement to help achieve an overarching synthesis of knowledge? This is what initially the curriculum was supposed to do. Or we could require that each major have a minor that complements it. And a third option would be to make the courses so attractive that people will be ashamed to say they didn't take them.

*What do you say to alumni who were here when the "New Curriculum" was developed and who may fear that Brown is diverging from its intentions?*

By and large, the 1969 curriculum has been a success. But we also should have the courage to say that we failed in some areas. The authors of the New Curriculum themselves have felt that it's an evolving document. A curriculum is not frozen; it always must evolve.

I came here with a very open mind and a very critical mind toward the curriculum. Now that I have digested the report, I will be sending my

comments to Dean Blumstein. And let's see what the faculty thinks. Fifty percent of the faculty has come to Brown since the adoption of the curriculum. What portion of the faculty has misgivings, and what portion has accepted the Brown curriculum?

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*What's happening with the search for a new athletic director?*

The search committee headed by Dean Anton has been meeting. We want to have somebody as soon as possible. This is a national search. We're looking for a tough leader with knowledge of the Ivy League and a belief in Ivy League standards. We want someone with good managerial talent who will be proud of Brown. We want someone who is able to define our challenges and focus the resources of the University, including the president's time and the interest and support of alumni, on goals we can achieve, issues we can resolve.

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*When will the campaign begin?*

In the fall of 1991. We have to prepare for the next eighteen months.

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*Is it discouraging to embark on a major fund-raising effort at a time when regionally, and perhaps nationally, the economy is faltering?*

We have no choice. It's like being in the middle of the ocean; you have no choice but to swim. Whether you reach your destination or not is immaterial. If you stop, you'll drown. And since I don't want to drown, we'll have to swim.

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*What are some obvious areas of the University that will be targeted in the campaign?*

The library will be a central campaign goal. Using technology to tap into other libraries is one way of expanding our library resources, but at the same time we cannot live completely off of others' resources. There are some fundamental, bread-and-butter things we need in our library.

Faculty recruitment and hiring expenses will most likely be a target, as will student financial aid – both undergraduate and graduate.

There are certain academic areas on the cutting edge for which I have no choice but to raise funds, and this will mean visiting corporations and foundations. One area that's obvious is environmental studies; another is laser technology. In the biological sciences, research on the brain is extremely important. Several of our centers have tremendous possibilities: the Center for the Study of Financial Markets and Institutions, the Institute for Interna-

tional Studies, the Program in Judaic Studies, the Center for Foreign Policy Development – the whole international area. All of our assumptions about Europe must now be reevaluated – not just Eastern Europe. And the whole Pacific Rim area. Our Center for Public Policy will be important as Eastern Europe and the Soviet Union – what we hope are emerging democracies – rediscover local government. We must look into the Middle East. Right now we do not have faculty positions for the teaching of Islam or the Arabic language. I would like to get a scholar of Arabic literature in our comparative literature department.

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*Aside from its financial problems, what has most surprised you about Brown this past year?*

It's a great community with great institutional loyalty on the part of the alumni. I have met with alumni in six cities so far and I can tell you that Brown alumni are more interested in what's going on at their alma mater than any alumni body I have known. It's a wonderful thing for a president to encounter this degree of involvement and loyalty.

On campus, there is less carping here than at any institution I've worked at. I find also less cynicism here, less of the mentality that believes "somebody who can't do anything else becomes an administrator." There's more of an understanding of difficulties here. As a matter of fact, one of the nicest things that has happened to me is that many faculty have told me personally and in writing not to get so tired, not to overdo it – rather than asking why the president doesn't do enough.

On the negative side, I have found Brown to be over-administered and under-managed, in general. On some major issues, the indications of ad hoc decision-making have been astonishing, and also frustrating. I intend to try to strengthen the University's processes of general management and planning, and to take important decisions in the context of greater clarity about our objectives and priorities.

Sometimes people seem to think I've been here for years, when it has been only ten months. Some of them get impatient with me. When you have a great intellectual force, such as we have at Brown, with high aspirations but limited resources, there is occasionally also great frustration. I hope to deal with inevitable moments of frustration by challenging everyone to understand that a university's achievements, its destiny, lie with many – especially its faculty, its loyal graduates, its aspiring students, its dedicated staff. I intend to make Brown's future and Brown's progress everyone's concern, everyone's challenge, everyone's pride, and everyone's obligation. **B**



# The Door Is Always Open

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Last year, 250 students took time off from Brown to travel, work, and volunteer – an experience that changed many lives

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By Evan Shubin  
Photographs by John Forasté

**I**f I hadn't taken time off from Brown, you wouldn't be reading this story. I would never have become interested in journalism, and I would never have had the opportunity to write for the *Brown Alumni Monthly*. A semester away from Brown provided me with more than just a taste of the real world or relief from "sophomore slump"; it gave me a career option.

I took time off after three semesters at Brown, during what would have been the second semester of my sophomore year. I had no direction, no sense of what I might do after graduation, and no real sense of what concentration I wanted to pursue. Like that of many students, my freshman year had included a smattering of different courses from various departments, but nothing

that really sparked my intellectual interest.

I took a leave of absence and went home to Baltimore. That's when coincidence took over. Kenneth Karpay '79 was the managing editor of a small business and legal newspaper in Baltimore called the *Daily Record*. He had just lost his copy editor, and he needed a new one fast. His wife worked next door to my mother, and learned from her that I was in Baltimore and looking for work. Karpay called me, I went in for an interview, and two days later the job was mine. This fortunate turn of events gave me considerable faith in the term "networking."

It was at the *Daily Record* that I first seriously considered journalism as a career, and it was there that I realized I enjoyed the work and had the potential to succeed. Although I had always thought of myself as a decent writer, I did not know whether I was good enough to write for a professional newspaper. The *Brown Daily Herald* had never appealed to me. If Mr. Karpay hadn't called, I probably never would have pursued journalism at all.

My experience is not uncommon.

For many Brown students, a semester or year away offers new experiences, insights, and possibilities for the future. It can provide much-needed direction for work to be done at Brown, and it can provide clues about what possible careers would be feasible and enjoyable. Too few Brown students explore the practical aspects of a given career field before graduating.

This is not entirely their fault. Summer vacations do not provide enough time for the student and employer really to get a feel for one another. Subsequently, the tasks a student might perform at a summer internship are often far more menial than those a student might be assigned when holding a real job over the course of six months or a year.

I learned this lesson the hard way: the very next summer I was one of three college students chosen for an editorial internship program at *Baltimore Magazine*. Unfortunately, because the magazine wasn't paying us, and because we were only there for the summer, our responsibilities were paltry compared to those we had each enjoyed at other publications. Although an excellent starting point for someone with no journalistic experience, for each of us it was actually a step down.



**A semester editing copy for a small newspaper in Baltimore cured Evan Shubin's '90 "sophomore slump" and revealed a possible career in journalism.**

**T**aking time off is popular at Brown. During the academic year 1988-89, 250 students from a student body of 5,647 took leaves of absence, according to Kay Hall, registrar and dean for curricular research. The reason so many Brown students pursue this option is partially because modern society now looks upon it as acceptable, but also because Brown makes it so easy to do. Since the Brown Curriculum was installed in 1969, Brown has maintained an "open-door" policy regarding time off. As long as the student is not on University probation, all he or she needs to do in order to go on leave is to fill out a simple, one-page form and obtain a dean's signature.

There are several factors that affect why more people are taking time off than ever before, according to Sheila Blumstein, dean of the College and professor of cognitive and linguistic sciences. "I think institutions like Brown are more open nowadays to the idea of time away. We've learned that it is often to the student's advantage. They come back more motivated and more directed, and with a better idea of exactly what they want to study," she says. Time away is not without its drawbacks, according to Blumstein. "Students sometimes try to rush through the remainder of their education in order to graduate 'on time'," she says. "In addition, whenever someone leaves an environment, they can return to find it changed. Friends are often at a different point in their education, or even gone from the University. So there is often an adjustment to be made."

Blumstein hypothesizes that there is a wide range of opinions among the faculty regarding time off. "I don't think the faculty as a whole is averse to the idea," she says. "There could be concerns about a returning student being out of step with a specific sequence of courses, but I haven't heard a single complaint."

Students who want to work during their time off are encouraged to use the Resource Center, located in Rhode Island Hall. There, the College Venture Program, a national consortium of eight colleges and universities whose headquarters is located at Brown, lists internships lasting from three to nine months, most of them salaried.



When students come to the Resource Center and express an interest in taking time off, staff members urge them to sit down and talk about it. "We like to find out what ideas the student has, and what areas of interest they want to pursue," says Coordinator Claudia Yellin '87.

Next, the student is encouraged to peruse the Venture job bank, an enormous notebook filled with detailed descriptions of more than 200 jobs, ranging from working for a public interest group or an advertising agency to teaching gorillas sign language. The notebook is not organized by job field or location, according to Yellin, in order to encourage students to consider all of their options. "You'd be surprised what jobs students come up with just because they went through the entire book," she says.

After compiling a list of the jobs that interest them, students are required to

**Daniela Malin '91, who worked on Bill Moyers's public television show "World of Ideas," says time off "showed me how I could use the tools I was developing at Brown to create something worthwhile."**

make an appointment with one of the two Venture counselors. "We talk about the jobs on the student's list," says Yellin, "and discuss whether the student is qualified. We also try to decide whether the job description truly matches what the student would like to be doing."

"More than 100 Brown students filled out the Venture application and had an interview last year," Yellin says. "Several hundred more stopped by the Resource Center to investigate leave-taking."

**D**aniela Malin '91 was hungry for a taste of reality. "I didn't understand what a Brown education could be used for," she says, "and subsequently, I wasn't getting that much out of it. I felt as if huge parts of me were not being developed. I had a lot to learn about living."

Malin took a job in New York City through Venture, working on Bill Moyers's recent television series, entitled "World of Ideas."

"I felt I was at the forefront of affecting society," Malin says. "It showed me how I could use the tools I was developing at Brown to create something worthwhile." It also helped her to deal with some of the personal development problems she was having. "There are many valuable lessons to be learned just by living in a real apartment in a real city, away from a college campus. It was just me and the world, and I survived."

With hindsight, Malin can't fathom how anyone could go straight through high school and college without spending some time in the real world. "College attempts to prepare you to play a key role in society, but you haven't even met society," she says. "Taking time off gives you that first look at what society is all about, and how you can potentially make a difference. With that insight, you can choose a career."

Doug Steen '90 wasn't worried about finding a suitable career after graduation; he had two to choose from. A dual concentrator in Russian language and literature and in computer science, Steen didn't know which field to pursue. So he spent last year exploring each of his interests further. First semester, he worked for IBM in his hometown of Raleigh, North Carolina. Second semester, he went to the Soviet Union.

"I was looking to narrow my focus at Brown and to make some decisions about my future," Steen says. His plan worked – he found he liked computers far more than he liked Russian. "The time at IBM was excellent. I had a hand in what was going on; I had responsibility," he says. "It was a long, hard look into the real world."

His second semester away made things even clearer. "After about three weeks in Russia, I realized that this was

not what I wanted to do with my life," Steen says. "I was much happier in America, programming computers." He is excited to be back at Brown. "I've matured," he says. "I'm actually working hard. I understand what a privilege it is to be here, what a great opportunity I have. Learning in itself is a privilege."

He also feels strongly about taking time off. "I would recommend it to everybody. Even to people who don't think they need it or who don't think about it at all," he says. "It's extremely beneficial to work before you get out of college, just to see what it's like."

Bruce Eimon '91 had the opportunity to extend a summer job into a position where he held real responsibility. He also wanted to "step away from Brown for a while," so he gladly accepted the offer. He spent the entire past academic year, as well as the summers before and after, working as a U.S. representative for a Japanese software magazine. Eimon grew up in Japan, where his parents are missionaries, and he wanted to explore the job possibilities for someone fluent in both Japanese and English.

"I didn't want to stay in a cushy, secluded environment for four straight years," Eimon says. "I wanted to see what was out there." Eimon spent the year convincing American computer software producers that the Japanese market was

worth their attention. He was paid a standard entry-level salary, and thus supported himself completely while living in Boston. He worked forty hours each week, which was quite a shock for him.

"Before I left Brown, I had a fantasized notion of the working world. I envisioned a world full of opportunities and challenges," Eimon says. "What I learned was that working nine-to-five is a definite grind. The advantage, however, is a clear separation between work and leisure time. I came to cherish my weekends."

Eimon came back to Brown with a whole new perspective: "I learned that undergraduate majors don't really matter out in the working world. Now I'm taking the classes that are only offered at Brown. I can learn career-specific skills later." Having enjoyed his time away, he highly recommends a leave of absence for anyone who wants a dose of the real world. "It's extremely healthy to get out," he says. "Brown is so isolated, it's good

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***With a double concentration in computer science and Russian language and literature, Doug Steen '90 wasn't sure which to pursue. So he spent part of last year working for IBM in Raleigh, North Carolina, and then took off for Leningrad.***



to have a slap of reality now and then."

Laura Caron '92 didn't need to find a career during her time off; she's known for a long time that she wants to teach after college. What she needed was motivation and a better self-image. "I was very unfocused at Brown," she explains. "By my third semester, I wasn't accomplishing anything. I knew I could do better."

She had plenty of brochures from the Resource Center about Venture jobs, but as late as three weeks into Christmas break, she hadn't made any concrete plans to take time off. She simply couldn't decide if she should go or not. She also had a catalogue from Outward Bound, a program that offers wilderness courses ranging from an intensive nine-day program to several twenty-one-to-twenty-four-day courses.

She noticed an unusual listing in the catalogue: a "cross-cultural semester odyssey" that lasted eighty-eight days, from March 1 through May 28. Caron called Outward Bound and found that there was still space in the program. She went back to Brown in January, packed her belongings, and took the semester off.

The course included one month of a standard mountain course, in which the twelve students and two instructors spent their time hiking, rock climbing, and white-water canoeing. During the second month, they lived at an Outward Bound base camp in North Carolina and helped to teach high school students the skills they had learned the month before. They also spent time with craftspeople from the region, learning about the particular trade that each one practiced. This was in preparation for the true cross-cultural experience: the third month of the program was spent in Costa Rica.

"We immersed ourselves in the culture there," Caron says. "We set out to see places we'd never seen, and to learn from the natives in the same way that we had learned from the craftsmen in North Carolina." The experience was a turning point in her life.

"One of the concepts that Outward Bound stresses is empowerment: you have complete control over your options," she says. "You are responsible for your basic needs and for your survival. It created a very honest environment. We could really communicate with each other. That was a big thing for me. It has allowed me to be much more honest with other people, and with myself."

*More than a year in Boston's high-tech world convinced Bruce Eimon '91 (right) "that undergraduate majors don't matter in the working world. Now I'm taking the classes that are offered only at Brown." Laura Caron '92 says a three-month Outward Bound program gave her confidence and the ability to make decisions and stick to them. "I am a new person," she says.*



JOE QUINN

**Greg Gore '90 tried several lifestyles during his time off: working as a junk bond analyst, traveling in Spain, and then landing a job at a ski resort in Utah.**



**B**ack at Brown, Caron finds that she is more enthusiastic as well as more efficient. "Now, I can get things done. I can direct my attention much better than before," she says. "I am a new person, with new-found confidence. I can make important decisions and stick with them. This applies to courses, relationships, everything. In all facets of my life, I am doing what I need to do in order to learn and to succeed."

Caron feels that her time away from Brown is responsible for her new perspective on life. "By spending time in the real world, you see what's out there for you," she says. "It also gives you the ability to imagine all the opportunities that you don't see." She believes that absolutely everyone should take time off. "Nobody should go to college unless they're ready to make the most of it, and you can't know if you're really ready unless you go and do something first." And for those who actually made the "mistake" of going straight to college after high school? "They should definitely take time off before junior year," she insists. "It's an exciting, valuable option."

Greg Gore '90 is nonplussed by the fact that he doesn't know what he wants to do after he graduates this May. "Taking time off certainly helped me decide what I *didn't* want to do," he says. "I know what kind of life I don't want to lead." Gore spent last year traveling and working, spending three months in Madrid and three months at a ski resort in Utah.

Gore extended his summer job as a junk-bond analyst in his hometown of Santa Ana, California, until mid-October in order to save enough money to go to Spain. He didn't want the pressure of formal studies to detract from his appreciation of a new and different culture. He also wanted "more time to read, and to reflect on my values and priorities in life." After sundown, he stepped out to explore Madrid's "outrageous nightlife." "During the three months I spent in Spain, I learned more about the history of the country than in my entire life," Gore says. "It was a time to explore new and different people, places, and ideas. I carried *Don Quixote* around with me everywhere. It is absolutely integral to Spanish culture, and it's a good way to meet people."

Something wasn't entirely right, however. "I was always a bit uncomfortable no matter where we were," Gore said. "I wanted to spend more time with the real Spaniards, the proletariat. I couldn't identify with the upper class, and I was having trouble relating to Americans, as well." His friends nicknamed him "the Steppenwolf."

After Spain, Gore spent the next five weeks in Santa Ana deciding what to do next. On February 20, he set out for Utah. He had very little money left. He knew he had to find a place to live, and a job. Within three days, he had found both in Park City. He worked about half of each week at the restaurant at the base lodge, and spent the rest of his time skiing.

He was impressed by the locals who worked at the restaurant. They were uneducated and had low incomes, but he found their struggle to make ends meet a noble one. It had a tremendous effect on him. "If I hadn't taken the year off, I wouldn't have been exposed to the underprivileged," he said. "These were good people in bad circumstances. I can admire the way they live their lives. That was the most meaningful part of my time off. To me, the glamour of the material façade has faded."

**T**o return to studies at Brown within five years of leaving, a student must simply write a letter stating the intent to return to Brown the following semester. This letter must be received by the registrar by June 1 for a student returning in the fall, and December 1 for a student returning in the spring. As long as this deadline is met, the student is automatically readmitted.

Each semester, the Resource Center holds a "readmit party" for returning students to help them readjust to the University. All of the students interviewed stressed Brown's support and cooperation both when they were leaving and when they returned. "The University was helpful on the way out, and helpful on the way in," says Greg Gore. "They encouraged me to do it, and they made it very easy."

"One of the reasons Brown is so flexible is that we've learned students really do come back and graduate," says Kay Hall. Of the class of 1987, the most recent for which data are available, 79.9 percent graduated after four years, 91.2 percent after five years, and 93.5 percent after six years, according to Hall.

"The University really believes in assisting students who want to take time off," Hall says. She agrees that "students often benefit enormously from their time away," and that they "become much better students afterwards, especially if they didn't know what they wanted to pursue originally."

Policies similar to Brown's "open door" now exist at other colleges and universities, but not everywhere. "I think," Hall says, "that Brown's flexibility and its support for students who take time off is one of the things that makes Brown special." **B**



# Battling Parasitic Diseases in the Third World



STEPHEN MCCARVEY

By Bruce Fellman

**J**ishan Island, a small hill of red limestone in the center of the largest freshwater lake in China, is a sauna in the summertime. About 1,000 people live there, and despite the heat that roasts Jianxi Province, there's no slacking off at the island's rock quarry. With hand tools and methods unchanged for centuries, the men pound steel on stone to wrest the red rock from the quarry walls. The cutters carve these blocks into yard-long slabs, and the island women carry them on their backs down to the shore for shipment to building projects throughout China.

There are usually kids around, watching their elders toil and waiting for the chance to join the workforce. But many of these children will not live to adulthood. More than two-thirds of Jishan's youngsters have schistosomiasis, a liver-destroying disease caused by a parasitic worm transmitted to humans by snails living in Po Yang Lake. "Schisto" is common throughout the tropical and semitropical areas of the developing world, where at least 300 million people carry the parasite. The worms are particularly damaging to the rapidly growing bodies of teenagers.

"Sixteen-year-olds die the same deaths as middle-aged alcoholics: they bleed to death from what looks like alcohol-induced liver disease," says Dr. G. Richard Olds, associate professor of medicine and director of Brown's International Health Institute (IHI). But schisto, notes the hard-working expert on tropical ailments, doesn't have to be a killer. There are drugs available to rid the body of worms, and while chemotherapy is not a permanent solution – reinfection is a fact of life – it can prevent premature death.

For the past nine years, Olds has headed an ambitious and successful research project in the Philippines aimed at controlling the ravages of schistosomiasis. "It's just fantastic," he notes. "After we've worked in a village for a couple of years, there won't be another child dying of the disease. We can keep villages free of illness caused by schisto."

Brown has long been involved in looking for the causes and cures of tropical maladies. Olds joined the faculty in 1986 to coordinate research efforts in this area, and since then, he has brought in new researchers to begin tackling other notorious scourges of the Third World, such as diarrheal dis-





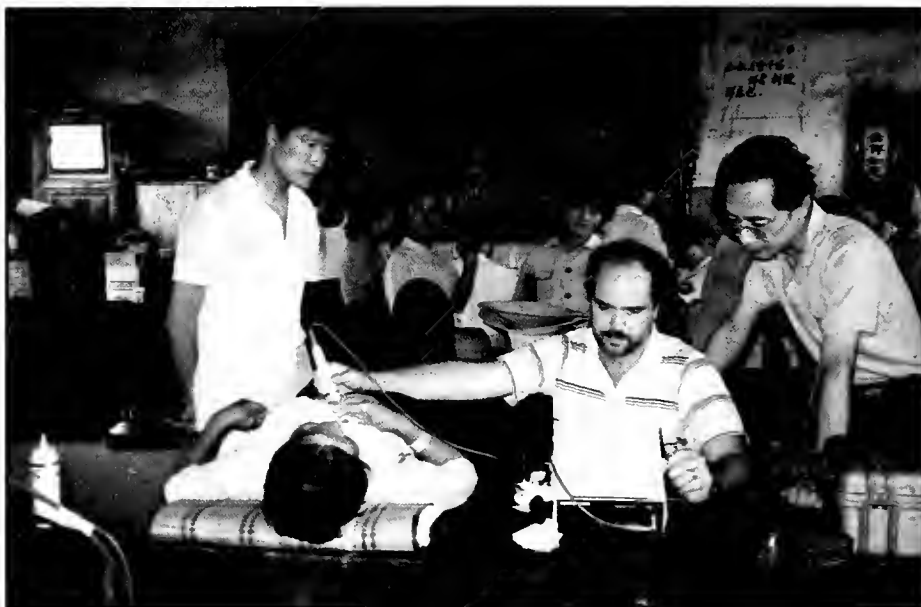
STEPHEN MCGARVEY



ANN L. MCGARVEY(2)

Children, such as those of the small rice-farming village of Macanip, on the Philippine island Leyte (above), are the primary victims of schistosomiasis, which attacks the liver, often killing them. Suspecting that the disease might be stunting children's growth as well, biological anthropologist Steve McGarvey (this page) and Brown medical student Michael Tso (facing page) studied the growth rates of children in afflicted regions of the Philippines and China.

Atop desks in a schoolroom in Jishan Island, China, Associate Professor of Medicine Richard Olds (center), parasitologist Wu Guanling (right) of Nanjing Medical College, and a Chinese ultrasonographer perform an abdominal ultrasound on a villager.



STEPHEN MCGARVEY

eases and leprosy. Last summer, despite the political turmoil that made travel in China risky business, Olds and a delegation of IHI researchers set up shop in the searing heat of Jishan Island to bring their unique blend of biotechnology, primary-care medicine, and education to the battle against schistosomiasis.

"Real-world problems don't come in neat packages labeled 'biology,' 'political science,' 'economics,' and the like," explains Howard Swearer, former president of Brown and currently director of its Institute for International Studies. "To solve them, you need the participation of people from a variety of disciplines." The institute, formally inaugurated in 1986, serves as the catalyst for the University's burgeoning efforts to reach out to the world, an effort that by its very nature is interdisciplinary.

The IHI, which began operations in 1988, has taken this approach to heart. Among the staff are physicians, molecular biologists, parasitologists, public health experts, and an anthropologist. "We're dealing with very complicated issues, so to be effective in international health requires a tremendous background and diversity in the social sciences, anthropology, foreign languages, history, and culture, along with medical skills," says Olds, who has expertise in all of these areas.

A hot hand with a basketball doesn't hurt either, notes the thirty-nine-year-old physician-scientist, who stands six foot five and, though a tad over his playing weight, claims to be "not quite over the hill" as an athlete. In 1981, when Olds first went to Macanip, a small, rice-farming village on the Philippine island of Leyte, basketball played an important role in cementing a bond between Olds and the residents. He's returned annually, and every year, the contests have been much anticipated and very spirited, albeit one-sided.

"We always trounce them," says the so-called "Wilt Chamberlin of Macanip," while admitting that his team might enjoy a *slight* advantage over

the local talent. "We play in sneakers, while they're in sandals, but they know the court and where the holes are. Of course, the average person in the village is only about five feet tall. . . ."

**I**n his office at The Miriam Hospital, as he attempts to ignore a constantly ringing telephone, Olds explains that, basketball aside, he came by his broad repertoire of talents almost by osmosis.

The son of a United Nations ambassador, Olds traveled extensively.

For summer jobs, he did refugee work in Geneva, Switzerland. Although he had notions of a career in the diplomatic corps, he wanted to keep his options open after college. "I applied to seven medical schools, five law schools, and three graduate programs in three different disciplines," he admits with a laugh. "And I went to med school for no better reason than I figured I could moonlight as a doctor and do whatever else I wanted to do."

"By accident, not design," Olds enrolled at Case Western Reserve's medical school in Cleveland. The university's strong international orientation jibed with his interests. "I made a pest of myself, and I created my own program," he notes, explaining that his persistence enabled him to spend four years working one-on-one with A.A.F. Mahmoud, one of the world's foremost researchers in schistosomiasis and co-editor of *Tropical and Geographic Medicine*, the bible of the international health field.

"The point is, I had to come into this with my own background," he says. "I already had the necessary tools, and this is essential, because once you get to medical school, it's so all-consuming that there's no time to get any other training you might need."

Olds touts Brown's innovative eight-year Program in Liberal Medical Education as "ideal" for

turning out specialists in tropical medicine. "Here we have the opportunity to develop and direct the interests of students right from the beginning, so that when they start in the medical curriculum, they're already prepared," he notes.

Often, an undergraduate's first exposure to the field is "The Burden of Disease in Developing Countries." The popular and highly-rated University course was developed and taught by former Dean of Medicine Stanley Aronson; Olds took it over in 1987. The course serves, explains Olds, "to get students, sophomores in particular, hooked. Then we can influence their junior and senior years."

But while Olds can be an exceedingly persuasive recruiter, he is careful to avoid fostering romantic illusions. "What I do takes an enormous amount of energy, time, and commitment: writing grants, giving talks, teaching classes, raising money – always raising money," he notes. In other words, it takes an entrepreneur, a monicker that, according to Howard Swearer, fits Dick Olds perfectly. "He's a terrific example of a very good academic entrepreneur in the best sense of the word," Swearer says.

He has to be. The IHI's budget – roughly \$750,000 annually – doesn't come from Brown. Instead, it operates on grants from such organizations as the National Institutes of Health, the Rockefeller Foundation, and the World Health Organization, to name a few. The International Traveler's Clinic that the IHI maintains is also a significant source of revenue. "People like to support what we're doing," notes Olds. "We've had an impact."

One of the main reasons its efforts have worked, he believes, is because of the IHI's integrated approach to tackling disease. Geographic medicine, Olds's specialty, is a "top-down" strategy that employs biotechnology to eradicate the diseases of the Third World. The second element, primary health care and services, is a "bottom-up," grassroots approach that uses the knowledge gained from biotechnology to provide better treatment. The last component involves a medical exchange in which foreign doctors, researchers, and students come to Brown – and Brown goes to them.

By bringing all three strategies to bear in the Philippines, the IHI has helped the government gain the upper hand – at least in places – against schistosomiasis.

**L**ast summer, even as tanks were rumbling through Tiananmen Square, institute researchers and their Chinese counterparts were setting up a pilot project aimed at controlling schistosomiasis on Jishan Island. This involved taking medical histories, doing ultrasound examinations, and analyzing blood and stool samples. "Honestly, we could have collected all the data ourselves, but the most important result of last year's work was that we intro-

duced Chinese government officials to schisto," notes Olds, explaining that institutional infighting had long kept people charged with doing something about the disease out of areas where it was prevalent.

Olds had struck up a friendship with Chinese parasitologist Wu Guanling when the two worked together in Cleveland, and that relationship now has turned into a professional partnership between the IHI and Nanjing Medical College, where Dr. Wu heads the parasitology department. The prestige of the Chinese scientist ensured that, when the institute researchers arrived on Jishan, they would have plenty of company.

"This was the first time many of the honchos had ever really seen the disease," Olds explains. "The fact that we were out there getting our hands dirty forced the decision-makers to come out into the field and see what the problems were."

Another result of the summer's effort was that IHI biological anthropologist Stephen T. McGarvey has apparently confirmed that the disease causes more than liver damage. When he was on Jishan, McGarvey, his daughter, and Brown medical student Michael Tso rounded up everyone in the community between the ages of four and twenty – schisto rarely affects infants – and recorded each youngster's height, weight, upper arm circumference, and skinfold thickness.

"Child growth is the cheapest and easiest way to measure the health of a human population," says McGarvey. "If children are growing poorly, that's a bad sign. It may indicate malnourishment, a disease, that socioeconomic factors aren't working, or an interaction of these."

From what McGarvey knew of schisto, he suspected that it might be capable of stunting the body. The preliminary analysis of the China research confirmed this notion. So did a companion study the anthropologist conducted in the Philippines (which may in part explain why Olds's basketball opponents are so short).

"Children with the disease tend to have delayed growth, especially in adolescence, the period of very rapid bone, height, weight, and fat-tissue growth," McGarvey says. If the worms are not eradicated, he adds, the kids will never catch up to their disease-free peers.

"Can we live with children being shorter?" McGarvey wonders aloud. "We have to examine the effect retarded child growth may have on work capability, economic productivity, and cognitive and school-performance issues that have importance for people's lives."

The anthropologist is attempting to determine the role schisto plays in development as part of his larger interest in understanding the present-day environmental influences and long-term evolutionary influences on the biological variability that characterizes the human population. The disease is perfect for his purposes.

It has been with us for a long enough time that

the human-worm relationship is, more often than not, almost cozy. True, the infection is hardest on children, but it is not uniformly fatal. Indeed, evolution has seen to it that many youngsters strike a kind of lopsided bargain with the parasites. The worms, which live in the blood vessels around the intestines, rob their hosts of nutrients, but they also provide a measure of protection from potentially deadly invasions by other organisms.

Unfortunately, reinfection is a daily possibility in the areas shared by humans and this parasite, which in China and the Philippines goes by the name *Schistosoma japonicum* (there are other species in different parts of the world). Every time a child wades into fresh water, or a farmer works the rice paddies, the invaders are waiting.

The worms start life as eggs excreted from the host's body. If these end up on dry land, they quickly die, but because sanitation is often poor in the developing world, many among the female's daily output of 300 to 3,000 eggs find their way into the water. The larvae quickly hatch and swim in search of snails, which are common in the lakes and marshes.

If these *miracidia* don't connect, it's the end of the road for the parasite. In fact, in parts of China, a heroic effort actually eliminated the snails and the disease. But eradication is not possible in most schisto areas, where enough of the larvae find an "intermediate host" to keep the cycle going.

Inside the snail, the parasite multiplies many times and emerges as a *cercariae*, a free-swimming creature that like a heat-seeking missile hones in on humans and other mammals – rats are common alternate targets – in the water. When the cercariae finds a host, it bores painlessly through the skin in as little as five minutes.

Once inside, the invader travels via the blood stream to the lungs. There, it hopes to meet and mate with a member of the opposite sex. If it's successful, in *eternum copulum* – fused for life – the three-quarter-inch-long worm couple takes up residence in the neighborhood of the intestines, where the pair may prosper and produce eggs for an average of seven years – and as long as thirty years.

"It's the perfect love story," quips IHI researcher Peter Weist, recipient of a prestigious National Institutes of Health Physician-Scientist Award.

But sometimes things don't go as planned.

**W**eist, who ran the ultrasound screening last summer on Jishan Island, explains that as long as the schistosomiasis eggs continue to pass out of the host's body, the infected person will remain reasonably healthy, although somewhat malnourished. The potentially fatal damage from the disease occurs when the eggs are shunted to the plumbing system of the liver and spleen. The resulting blockage disrupts blood flow, enlarges these organs,

and eventually leads to the destruction of tissue.

As the "worm burden" increases, notes Weist, so does the likelihood of problems. But in many cases, the worms have a remarkable ability: they can keep their populations in check.

"If you infect a mouse with 100 worms, only 30 to 40 percent survive," he explains. While the immune system kills most of them, some cleverly evade detection. "But if you reinfect the animal a second time, very few of the new parasites make it."

The same situation holds true in humans. It's as if the parasite knows that too large an infection in the host means its game is up, so the worms make the host's immune system better: good enough to bar the door without disturbing the residents. Understanding how they do it may enable scientists to turn the worm's evolutionary talents against itself.

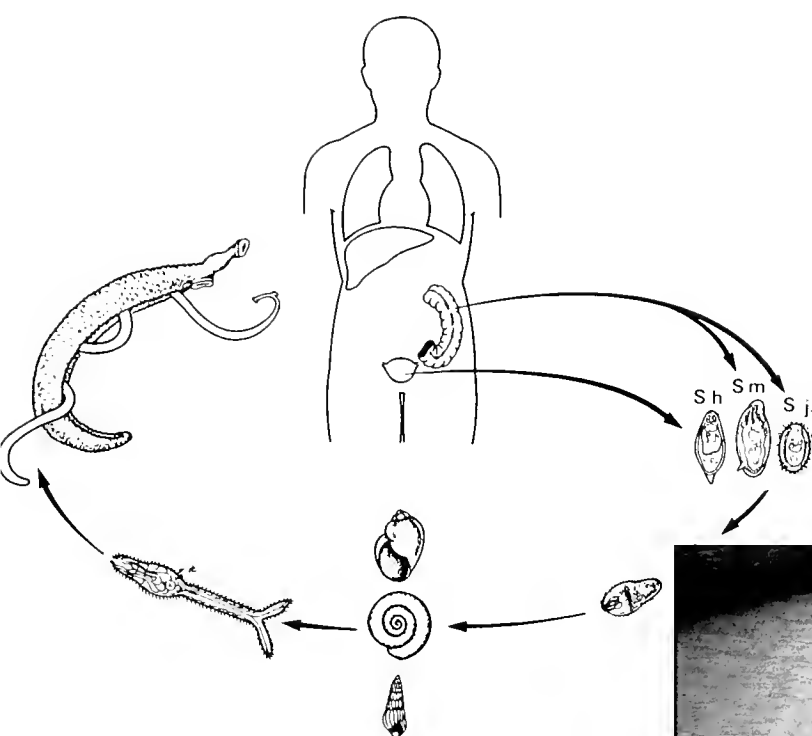
Weist is looking for an "Achilles' heel" in the initial stage of the invasion process. He explains that for the worm to survive in the body, it has to undergo a radical shift in lifestyle. "The cercariae is adapted to swimming in fresh water that's at a temperature of around 75 degrees Fahrenheit," Weist says. "But when it penetrates the skin and transforms into what's called a schistosomule, it has to adapt to a salty solution of blood at 98 degrees Fahrenheit. There are a lot of complex changes that go on, and if you can block the transformation, you can block the disease."

Then there's the intriguing matter of how the worm manipulates the immune system. Solving that puzzle may enable researchers to develop a vaccine, says Paul Knopf, professor of medical science and an IHI associate.

For the past ten years, the immunologist has been studying a group of proteins that might be conferring protection. Knopf explains that when the body encounters foreign molecules called antigens, it responds by making antibodies that bind to the invaders like flags. The immune system's "search and destroy corps" – the white blood cells – can then zero in on the marked targets and eliminate them.

A vaccine is simply a mixture of specific antigens that stimulate the production of equally specific antibodies against them. And because the immune system never forgets an unfriendly molecular face, when the real infection comes along, the defenses are already primed and ready.

The trick, says Knopf, is to find the right antigens. His detective story involves the highest-tech tools of modern biology, infinite patience, and two strains of laboratory rat. One can protect itself against schisto reinvasion. The other cannot. Knopf and post-doctoral research fellow Mohamed El-Sherbeini have probed the "antigen universe of the worm," along with the antibody responses of the rat immune system, to determine the molecular basis of the difference in defense capabilities. After looking at more than a million different molecules,



Spread through human excrement, schistosomiasis eggs hatch in fresh water, such as this lake in China (at right), where they are temporarily hosted by certain snail species. Within a few weeks, the forked-tail cercariae leave their snail hosts and penetrate the skin of humans bathing or washing in the waters. Once again in a human host, the parasites work their way from the lungs and liver to the intestinal tract and bladder, where they reproduce once more.

STEVE MCCARVEY



Knopf is pinning his hopes on a small constellation of proteins that are clearly present in the well-defended rat, but absent in its defenseless cousin.

"The main clue that I'm on the right track is that when I vaccinate rats with extracts containing the proteins, I get protection against the worms," Knopf says. He adds that there's still more work to be done before he can declare that he's isolated a candidate antigen.

**E**ven if Knopf is successful, it's a long journey from creating a rat vaccine to crafting one that works in our species. Indeed, recent IHI research shows that a single vaccine won't be enough to protect the world.

"Everyone has always assumed that schisto in the Philippines is the same disease you see in China," says Thomas F. Kresina, the IHI's director of research. "But it turns out that infected Filipinos have a completely different antibody repertoire than people infected in

China. This means you can't make a vaccine based on the immune response of one patient and use it for both countries. Each will have to be developed independently."

Kresina is developing a method that may enable scientists to locate the molecular basis of these immunological differences and to tailor vaccines for specific population groups. But that is the future.

For now, Olds and company help the host governments figure out the most cost-effective way to dispense the drugs that will temporarily rid the villagers of the worms. "Obviously the long-term solution is to keep humans from becoming infected," says Olds, "and because we're never going to break the transmission cycle, that means a vaccine. But I could spend my whole life working on one and never get there. So even though we're not curing anyone, and we're not eradicating the disease, we've shown that we can keep people free of its effects. That's a very rewarding feeling." **B**

*Bruce Fellman '72 is a science writer in North Stonington, Connecticut.*

# Miss Daisy's Unexpected Drive to Success



BY JHONETTE RODRIGUEZ

Its beginnings were inauspicious: the first play from a fifty-two-year-old librettist and theater instructor; three characters who age twenty-five years in eighty minutes; modest though amiable reviews when it opened off-Broadway in April of 1987. But *Driving Miss Daisy* went on to win a Pulitzer Prize for its playwright, Alfred Uhry '58; to tour nationally for more than sixty weeks; and to be performed in London, Moscow, India, and South Africa. The recently-released film version starring Morgan Freeman and Jessica Tandy, with the screenplay by Uhry, is garnering further accolades – Golden Globe and Oscar nominations among them.

All of this for a play that Uhry thought would die "after five weeks off-Broadway." What is there about this simple piece that has captivated critics and awed audiences from Maine to Miami? Uhry wonders about it himself. Nonetheless, as he told a rapt audience at Brown's Leeds Theatre last December, "I knew I was making a connection to a truth I really felt – and if you understand something well, it shimmers on the stage."

What Uhry grasped as universal was a sense of human dignity and the need for companionship; what he portrayed in the particular was a piece of life in the South as he remembered it. Miss Daisy, a genteel Atlanta lady who is seventy-two when we first meet her, is patterned after Uhry's grandmother and a passel of his great-aunts. Her driver, Hoke Coleburn, is an affectionate portrait of a man who was his grandmother's chauffeur for many years, Will Coleman.

In the play, Miss Daisy and Hoke begin their long association after she backs her car off a hill and onto the roof of a neighbor's garage (as did Uhry's grandmother), and her son engages a chauffeur for her. Throughout the years of driving together, the two learn to reach across the walls of pride and racial differences that separate them to form a lasting bond of friendship.

"I wanted to write about people who got on with it, people who didn't just feel sorry for themselves," Uhry reflected, in a conversation the day

after his lecture at Brown. "The last two lines of my play are: 'How are you?' 'Well, I'm doing the best I can.' That's what I wanted to write about. I admire those qualities. I wish I had more of them."

What Uhry also wanted to convey in his play was something specific about growing up in a "very stylish, very bourgeois" Jewish household in the South. "I was interested in writing about people who were both the purveyors and the recipients of prejudice, as we were," Uhry said. "I never realized how bred-in-the-bone prejudiced we were until I was away from it. We simply thought of black people as 'other,' when there is no 'other.' People are people."

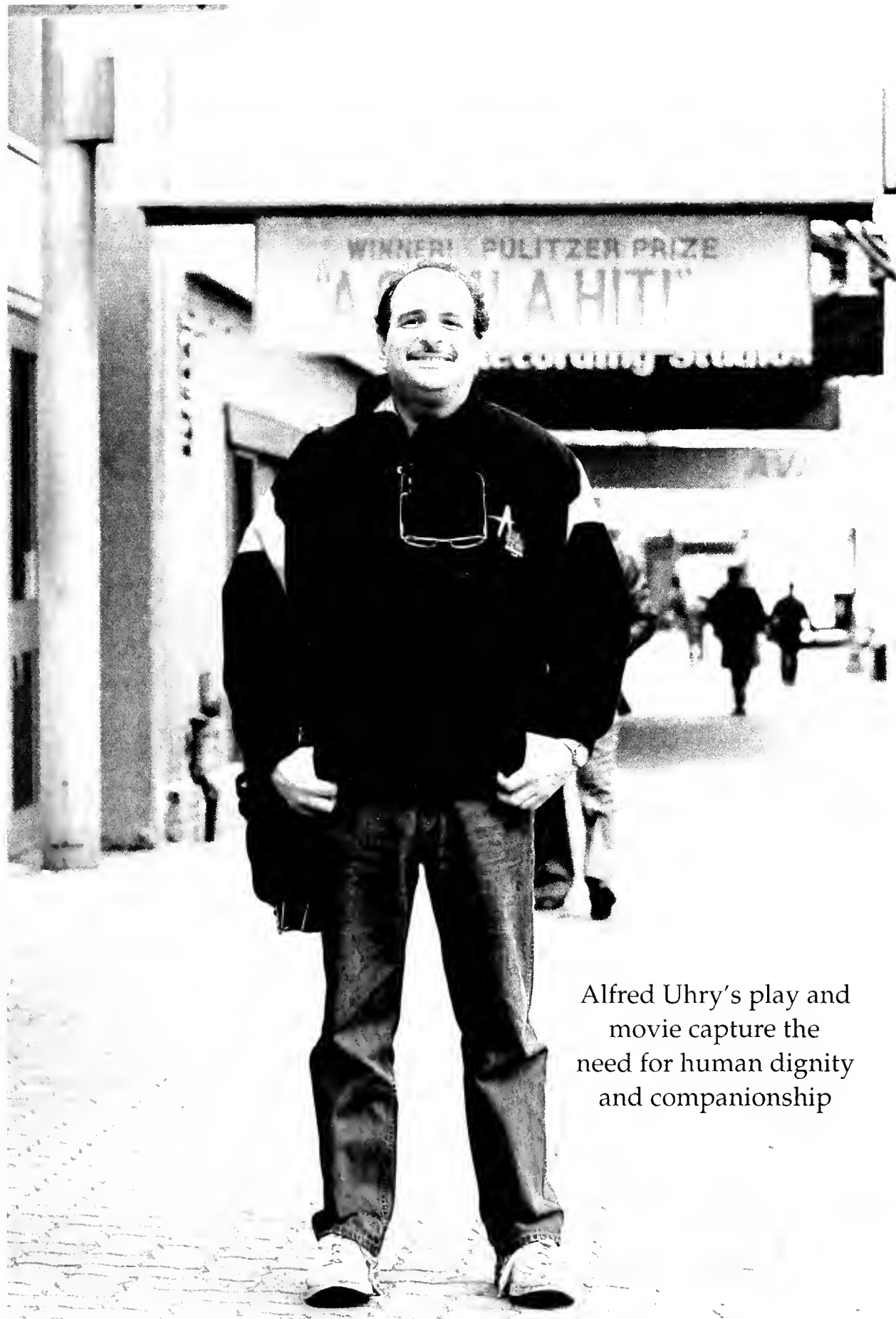
Yet finding a way to tap those rich sources within himself took years of involvement in the theater. Uhry remembers childhood trips with his mother to see Rodgers & Hammerstein musicals, and his own backyard stagings of *Tom Sawyer*, *Hans Brinker*, and *A Christmas Carol*. But it wasn't until he came to Brown and ended up in English 23-24 (Play Production) that he was really "bitten very hard by the bug," as he described it.

"At first I thought, 'This is fun, so it can't be anything serious,'" he recalled with a smile. "The class met from 1 to 5 p.m., four days a week, and I would have been happy to stay until midnight. It didn't seem like a course at school – it was the most wonderful, delicious thing."

"What we were given in those days was the love that Miss [Janice] Van de Water and Jim Barnhill [both professors of English at that time] themselves felt for the theater," he continued, leaning his head back and gazing off for a moment in fond reverie. "They never encouraged any of us to pursue it as a career, really – they just allowed us to know what it was like and to love it."

Uhry is still amazed that, out of the core group of twenty to twenty-five students involved in theater at Brown during his years here, at least a dozen have made it their life, including award-winning television director Will MacKenzie '60 and composer Robert Waldman '57 (whose score for the off-Broadway *Miss Daisy* is an inspired blend of down-home





Alfred Uhry's play and  
movie capture the  
need for human dignity  
and companionship

JOHN FORASTE



**Playwright Alfred Uhry '58 thought *Driving Miss Daisy* would die "after five weeks off-Broadway." Three years later, his play has won a Pulitzer, has been performed around the world, and is still running on Broadway.**

banjo plunks and elegant cello and violin strains). Many of them have remained close friends.

Will MacKenzie is thrilled about Uhry's success: "It's wonderful to see someone who is such a warm, dedicated family person and who has been such a supportive friend get a hit so late in his life. He deserves everything he gets."

It may be that his devotion to family life delayed Uhry's writing success. But his wage-earning jobs – teaching theater and doing rewrites of early musicals for the Goodspeed Opera House in Chicago – taught him much about technique that he drew on when writing *Miss Daisy*.

"In a musical, you almost never go more than four pages between songs," Uhry explained, "so you get the dialogue out there as quickly as you can. [Composer and lyricist] Frank Loesser [with whom he apprenticed as a lyricist fresh out of college] taught me that every phrase, every word in

every phrase, and every syllable in every word has to be able to be supported – you have to understand why it's there."

Being able to see the purpose behind each line was a skill Uhry absorbed and refined during many years of teaching theater at the Calhoun School in New York and at NYU's School of Art. He found himself influenced by Shakespeare's sense of clarity ("He told you what he was going to do and then he did it, and then he told you he did it") and by Chekhov's accessibility. From both bards the playwright Uhry came to believe that "plays are all about character.

"You *can* convert the non-converted, but the only way to do it successfully is through characters that you remain clear about," Uhry said. "For me, plot is subject to character. And yet, it's very important in every scene to start at one place and end at another. I may start at one point on this sofa and end up right next to myself over there, but I've gone somewhere. You have to emotionally take some sort of trip or there's no reason for the scene."

Uhry's keen sense of the drama inherent in everyday events was fostered by his childhood experience of sitting on the floor in a roomful of adults, listening to them tell stories. Storytelling has always been an integral part of Southern life, and Uhry's family was no exception. He heard family history and family secrets – "I never could keep straight who you were allowed to tell certain stuff to and who you couldn't," he said.

He learned that his great-grandmother came to Philadelphia as an infant in 1848, and that the family moved to Atlanta sometime before the Civil War. During the war, they moved back to Philadelphia. Uhry's Great-Great-Uncle Ike remained behind and served as a blockade runner for the Confederacy – a regular Rhett Butler, whom Uhry regrets not having known.

The family returned to Atlanta in the 1870s. There Uhry's grandmother was born, the twelfth child of his thirty-eight-year-old great-grandmother, who died of childbirth fever. Uhry's grandmother was raised by her older siblings, the aunts and uncles who told many of the stories Uhry overheard as a child.

"The stories were sort of gossip, with different people chiming in with different versions of what they'd heard, and there was a lot of laughter," Uhry remembered, the undercurrent of his Georgia accent becoming more pronounced. "It seemed so spirited to me, and they just forgot I was there and said whatever they wanted to say. The ladies' stories were in the daytime and the old men's stories at night."

It was from those stories that the soft Atlanta voices and distinctive turns of phrase ("carry you to the store," "snatch her baldheaded") came flooding back to Uhry when he sat down to write *Miss Daisy* more than thirty years after he had left the South. Admitting that there are things in the play that even he was surprised to remember, Uhry

nonetheless believes that if you have an ear for it in your childhood, "you can call things to mind whenever you need to – it's in the marrow of your bones."

From the family tales, too, came an understanding of the stubbornness and humorlessness of his elder great-aunts, qualities that are definitely a framework for Miss Daisy. Uhry observed his aunts going to great lengths never to admit that they were wrong about anything. "In essence, they were perfectly capable of saying, 'What if the last ten minutes didn't happen?'" he explained.

He also felt that they had no sense of humor about themselves. Despite the laughter that punctuated their stories, they never stood back to see the humor in their speech and in their lives.

"That's what's funny about the character [Miss Daisy]," Uhry observed. "She's not trying to be funny. She's not trying to be a character. She just is what she is."

**The film version of *Miss Daisy* received nine Academy Award nominations, including "best picture": Jessica Tandy and Morgan Freeman, at right, were nominated in the best actress and actor categories, and Uhry was cited for his screenplay adaptation.**

Morgan Freeman, who created the role of Hoke off-Broadway and reprised it in the movie, has often said to Uhry that they knew the same man. "That elegance, dignity, sense of etiquette, and high, high, high standards," Uhry listed. "Hoke was so ahead of Miss Daisy in so many ways. He was a true humanitarian."

Hoke does more than drive a car. He quietly takes care of Miss Daisy, and in the process comes to care about her. As he penned his tender portrait of Hoke, Uhry was carried back to his family's kitchen, where he learned to "really love Will Coleman," and where it was permissible to be physically demonstrative about that love in a way that was not practiced in the rest of the house.

"The family was very sedate, very polite, yet very warm," Uhry remarked. "We were not taught to say what we felt, and it's been my observation that most people don't say what they feel."

"But in the South it had a lot to do with style," he mused further. "In the South, what you say may not be as important as the way you say it. And being Southern, I'm still fascinated by what people don't say."

That sense of ellipsis stood Uhry in good stead in *Miss Daisy*, both on stage and in the film. On



WARNER BROS.

stage, the characters' speeches are so succinct and their gestures so underplayed that the audience's imagination is given time and space in which to expand. In the film, that sense of "less is more" is maintained in visual images as well, as in a scene in which Hoke and Miss Daisy fix supper together but eat in separate rooms.

Another aspect of Uhry's childhood that he developed in *Miss Daisy* was his Jewishness. Although he grew up with, in his words, "a watered-down form of Judaism," which included Christmas trees and no Hanukkah, no seders, no bagels and lox, he nonetheless felt different from his classmates, who teased him about his physical features. Running his fingers through his dark curly hair, Uhry chuckled as he recalled the irony of singing "Lord, I Want to Be a Christian" as a member of the Atlanta Boys Choir.

*Continued on page 55*

# A View from the Futon

A dad's yen for a 'subterranean view' of his daughter's education at Brown leads him on a merry chase – and to some happy conclusions



By George Carey

Illustrations by Sean Kelly '84



**M**y introduction to Brown came when I drove my daughter, Merritt, down from Massachusetts for an interview on a bright fall morning in 1986. No, that's not quite true. I had applied to Brown in 1952 and turned up on campus for my own interview. Back then I wasn't much of a student – or anything else for that matter – and they turned me down.

A lot had happened to Providence in the intervening thirty-six years. When I turned off Route 146 and onto the streets of the city, there wasn't much that looked familiar. I knew Brown was on a hilltop somewhere, but I had no idea where. I pulled in beside a sixtyish-looking man wearing a Boston Bruins jacket.

"Here, Merritt," I said, "ask this guy." She rolled down the window.

"Excuse me, sir. Can you tell me how to get to Brown University?"

He looked her over – the long blonde hair, the baggy clothes, the trace of acne – and said, "Yeah. Study, lady, study."

A strange introduction. A tough introduction. Later that afternoon, when I told this yarn to the director of admission, James H. Rogers '56, he gave a measured chuckle, then said, "Yes, the word is out." Gamely, I tried to impress him with my daughter's intellectual qualifications. I noted that while waiting for her interview she had been diligently reading *Tess of the D'Urbervilles* in the car. "We'd be more impressed," he remarked matter-of-factly, "if she'd written it." As I say, a tough introduction.

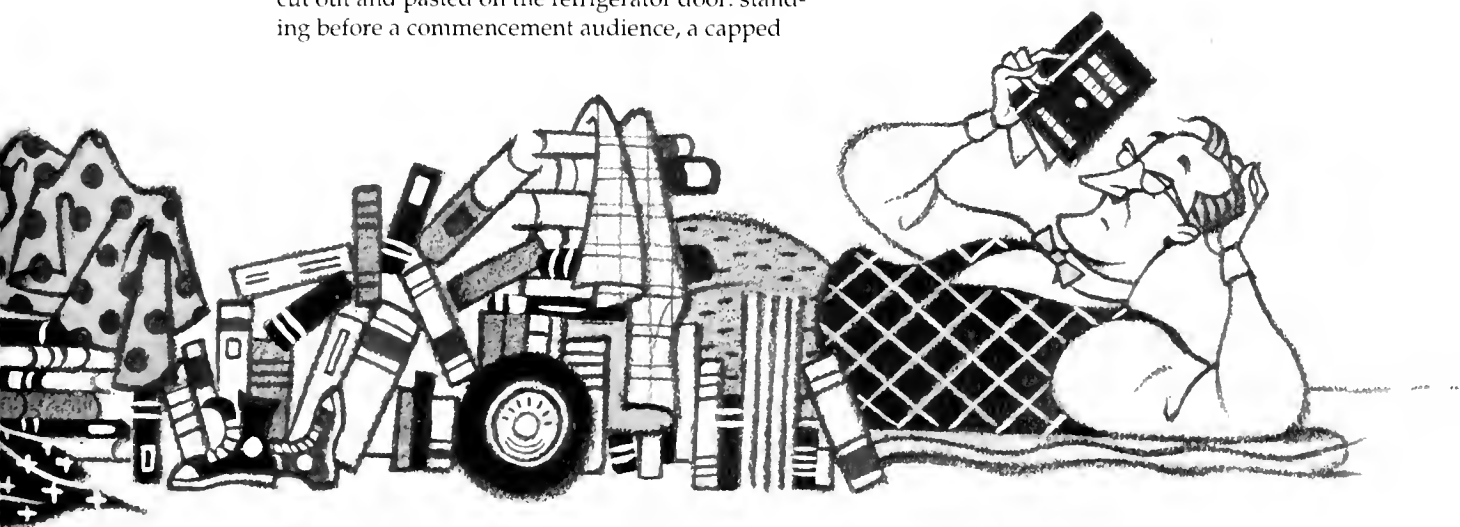
Eighteen months after that interlude, on a brittle Thursday in early April, I drove once again through those same Providence streets heading for that same Providence hilltop. Merritt had taken the Bruins fan's advice; she'd studied hard and had been accepted into Brown. With my only child a year-and-a-half into her college career, I wanted to have a look at my investment. As I drove up College Street, I kept thinking of a *New Yorker* cartoon my wife had cut out and pasted on the refrigerator door: standing before a commencement audience, a capped

and gowned speaker intones, "And a special word of thanks to all your parents. Where you dug up the 40,000 clams to cover this four-year gig is a mystery to us." The cartoon was obviously dated. I had paid close to 40,000 clams already, and we weren't halfway home.

I could easily have done this campus foray conventionally: visiting when I was supposed to, on Parents' Weekend in the fall. But I detested prearranged affairs with big-name speakers and seminars for anxious parents to learn about "the Brown experience." Useful stuff, to be sure, but a bit anti-septic for my tastes. I wanted a subterranean view, or as near to that as I could get hanging out with my daughter for a couple of days mid-week on campus.

I came close to that low-level perspective sleeping on the floor in Merritt's room at 111 Brown Street. Now, 111 Brown isn't a dormitory as such. Rather it is a turn-of-the-century house converted to student living quarters where fourteen men and women eat, drink, sleep, bathe, brush their teeth, play music, smoke dope, have food fights, study, make love, write, yell, laugh, and endure. It's one of two environmental studies houses on campus, as I learned, and only about thirty students actually live like this. Originally these houses were set up primarily for students with environmental concerns who had taken a course in conserving energy and wanted to put their new-found theory into practice. Some of those conservation measures persist (for instance, no toilet flushing until you defecate), but now the house members are not so finely delineated, so far as I could see, and anyone can live there who likes to eat a lot of wheat germ, hay, nuts, and rice.

Anyway – the view from the floor. Actually, I didn't sleep *on* the floor; I slept on a futon on the floor. When I arrived at 111 Brown Street, I didn't



know what a futon was. I was told it could double as a couch, a chaise lounge, a bunch of other things; yet seeing it lying there on the floor in Merritt's room, it looked for all the world like a plain old mattress to me. I'm not sure who else has noticed this, but one thing I know for sure: today's youth don't put a premium on furniture. In Merritt's twenty-two-by-twenty-four-foot room at home, there are but two articles: a mattress on the floor and a bureau against the wall. When she's in residence for any length of time the number of items increases by three: a stereo and two speakers. By comparison, her college room seemed downright cluttered. Two futons, two desks, a ficus, an asparagus fern, a computer, two bookcases – though the books were everywhere but on the shelves. I can't remember now if there was a bureau. If so, the clothes were anywhere but in the drawers.

"How do you like our tapestries, Dad?" Merritt asked when I arrived.

"Tapestries? What tapestries?"

"On the wall, there."

Tapestries was hardly the word I would have used. These looked more like bedspreads, but I had to admit they enlivened the decor. Interspersed between these wall hangings were signs that implored me to "Stop Apartheid" and to "Love Mother Earth" and noted that "It will be a great day when our day-care centers have all the money they need and the Navy has to have a bake sale to buy battleships."

I had been in the room half an hour when Merritt whisked me off to her sociology class, "The American Heritage: Racism and Democracy." As we walked down Brown Street toward Wilson Hall I set my collar against the northwest wind while Merritt gave me a running fix on the course – the history and problems of ethnic groups, taught by a series of outside lecturers. For the next hour-and-a-half, Professor Emeritus John Ladd from the philosophy department led forty-odd students and one father-cum-visitor through a discussion of race, equality, and freedom. Ladd seemed the archetypal Ivy League professor: tweed coat, bow tie, shock of white hair standing straight up at the back of his head. His demeanor was thoughtful, his movements controlled and deliberate, his voice modulated and full of wisdom.

Growing up in Princeton, New Jersey, in the late forties and early fifties, I had seen plenty of men like John Ladd – Princeton professors walking slowly to or from class, briefcases in hand, white heads bent forward, pondering – I always imagined – something lofty. It was this image that I carried with me, but I presumed that the sixties had pretty much consumed the breed. Finding John Ladd in a Brown classroom on this April afternoon was like being plunked into a time warp. I almost leaned over to ask my daughter if the man were a campus institution, but I realized that she wouldn't have had any idea what I was talking about.

John Ladd may have been an old stereotype of mine come to life, but he was also a scholar on top

of his material. Anyone listening that afternoon left the class able to distinguish between the Aristotelian notions of corrective and distributive justice. They would know forever the difference between "color-blindness" and "color consciousness," for Professor Ladd had isolated and explained these notions in his graceful and deliberate way, and there was no gainsaying the feeling that if Professor Ladd said it was so, then it was.

**A**fter class Merritt and I detoured on our way back to her room, she running errands at "The Rock" (the library), "The Blue Room" (the snack bar), and the P.O. Once back in my daughter's room, I lay on the futon and read, while Merritt worked on her computer, touching up a paper due the next day in her creative writing class. The late-afternoon sunlight angled through the moving branches of a tree outside and played a tattoo on the dusty floor. Someone was baking Toll House cookies in the kitchen, and the aroma drifted up the stairwell. The lyrics from a Joni Mitchell song filtered in from another room: "Morning Morgantown, Buy your dreams a dollar down."

It all seemed so elementally right. You went off, got a good intellectual jolt in class, and then came back to think about it in surroundings that were, in my daughter's terminology, "mellow." If this was what modern academic life was about, there seemed much to recommend it. And Merritt's room itself, with its wonderful compactness, fit the endeavor nicely. The computer was two steps from the futon, which was liberally spread with my daughter's working library, all those books that weren't in the bookcase.

"This must be a great place to work, Merr," I said.

"It is, Dad, except when my roommate and her boyfriend get wrestling around on that bed there. Then it's kind of hard to concentrate."

I was amused. In truth I envied the casual way these college students lived. In the years since I had graduated from college, a lot of the bowing and scraping between the sexes had given way to a much more forthright and honest attitude toward human relationships. Both my wife and I had attended Middlebury College during the early ice ages of the fifties, when men and women lived on separate campuses, and God save your tormented soul if you were caught on the women's campus after the 9-o'clock curfew. Every night, a no-nonsense Irish dean named "Ma" Kelley patrolled the perimeters with a heavy martial air.

I was just beginning to sink into the congenialities of the Brown afternoon, stretched out on the futon, driving hard through Anthony Lucas's *Common Ground*, when Merritt announced it was exercise time. I've discovered that when you move with this age group, you do so in spurts and bursts. The





***'I didn't understand all the dashing and diving about, but the ultimate frisbee players were getting a good workout'***

ton at a time when the three-ply was not only mythologized, but also still found on the playing fields. I grew up playing hockey in a rink named after the great scholar/athlete Hobey Baker, and I remember distinctly the spring day they plucked the Army star, Glenn Davis, out of the late innings of a baseball game and whisked him to Palmer Stadium so he could run in (and win) both the 440- and 220-yard dashes.

Now I stood on the sidelines watching my single-ply athlete/daughter periodically dive onto the muddy field trying to come up with the disk. It was cold for April, damn cold. The late afternoon sun did no good, and the wind seemed to be blowing down from snowfields somewhere. I stood it as long as I could, then trotted back to the car, turned on the heater, and began to read some student fiction Merritt had given me – the fare for tomorrow's creative writing class.

At 6:30 that evening, Merritt and I walked through the back door of 111 Brown Street and into the small kitchen. Supper was underway. A gigantic wok steamed on the stove. Melissa tended that. Jeff tossed an equally large salad in a bowl on the kitchen table. The room was bathed in candlelight. Fetching, I thought, and said so. Bill pointed overhead and said, "Damned fluorescent light's gone out," and when I looked, sure enough, a lone fluorescent bulb flickered meekly along the ceiling.

I carried my plate into the living room, poking the contents to see if maybe there were some chicken or meat somewhere (there wasn't), and sat down to eat among the bicycles. The living room had in it a nondescript collection of sofas and chairs, and more bedspread/tapestries on the walls, but mostly it had bicycles. Six of them ringed the room resting against the walls, the bookcases, the fireplace. All these wheels and chains and sprockets gave the room a sense of constant motion.

The conversation rolled along as well, as different shifts ambled in to eat. Here were articulate young people with plenty of arresting information on their minds. I sat for more than an hour and listened while the talk moved easily from politics to drugs to education to date rape to courses and course work. I even heard a good cheating story. One enterprising young man, or so the campus folktale had it, goes into an exam knowing nothing. In the blue book the professor hands out, he writes a letter to his mother. When finished, he

measured tread is not a common pace. Quicker than it takes to tell we were dashing downstairs to the car and spinning through the East Side to a playing field next to Marvel Gym, which the ultimate frisbee team had commandeered for its practices. All at once, the language of earlier that afternoon – primary goods, reverse discrimination, preferential admissions, establishment liberalism – gave way to such terms as stalls and cuts, diskups, layouts, dives, dumps, and stuffs. I didn't understand exactly what was taking place on the field, all the dashing and diving about, but the participants certainly were getting a good workout.

Initially I'd been disappointed when Merritt wrote to say she'd decided not to try out for varsity crew at Brown. In high school, she'd developed into a commendable oarswoman, and I looked forward to watching her perform in college. When her letter arrived, I called to lodge my complaint, but Merritt's reasoning shut me down in a hurry. To row competitively at Brown, she explained, would restrict her college career to two things, handling an oar and handling her studies, not much else. Wasn't college supposed to be more than that?

It was, of course, and I admitted as much. Yet it seemed sad that even in the Ivy League, where they supposedly downplay the role of sports, athletics have become so specialized. The ideal I grew up with, the "all-around athlete," has lapsed from today's collegiate vocabulary, and now a single sport demands a year-round commitment. I suppose my nostalgia is intensified by a youth spent in Prince-

gets up and secures another blue book. He writes nothing in that. At the end of the exam, he hands in the letter he's written to his mother. Then he takes the empty book to the library and records all the correct answers and sends that along to his mother. The next day the professor calls the student, asking why he's turned in a letter to his mother. "Oh my god," says the student, "I must have sent the exam home to my mother by mistake." So the professor calls the boy's mother and tells her to send any mail from her son directly back to him without opening it. She does, and, sure enough, the student passes the course with an honors grade.

After supper I was back on the futon again, reading, while Merritt worked at the computer. The house was astonishingly quiet. Shortly after ten, there came a break, and people wandered into the room for a short time. When they left, Merritt and I talked for a while as I gently probed to see what was really taking place between my daughter and Brown.

Something was going on all right. Merritt's own intellectual renaissance actually had begun back in high school at the point where rote studying gave way to curiosity, and learning became less a task, more a personal mission. That process seemed to be moving into a higher register at Brown. Those initial enthusiasms of discovery were now stretching toward a definable maturity. I saw it in the way Merritt talked about books, in the way she selected her courses; I'd detected it in the letters she wrote home, in the papers she sent for my reaction.

There was nothing earth-shattering taking place here, I knew that. Merritt wasn't going to shake the culture with a split atom or a light bulb, but she seemed to have her hand on the touchstones of higher education, and she was talking about them in a way that made me envious. I'd not made any sense out of education until I was twenty-two. At that point, after a two-year stint in the paratroopers had knocked the contrary stuffing out of me, I had reentered college and suddenly had begun to do a great deal of constructive thinking. Merritt was way ahead of me, that was clear; she was only nineteen.

Our discussion was lilting along, I thought, when my daughter all at once stood up and said, "Well, Dad, I'm off."

"What do you mean, you're off? Off where?"

"Off to spend the night with Chuck."

"Oh, I see."

I'd met Chuck. He was a male friend whom Merritt had been seeing for the last six months. He seemed like a nice guy, but isn't that what all fathers say about their daughter's male friends unless they are insufferable fools? I also knew that Merritt was in the habit of going off to his place in the evenings, so at least she was being up-front about the whole

thing. Besides, I couldn't very well have said, "Oh my god, no, daughter, you can't go gallivanting out there this late and leave me by myself in this strange house." That just wouldn't have worked.

"My roommate's gone," Merritt said, "so you've got this place all to yourself. See you early tomorrow."

With another of those unaccountable bursts, she bolted down the stairs, got aboard her bicycle, and rode off into the Providence night. And I was left alone to spend my first night on a futon.

Reveille came early, at least by the standards Merritt set at home. At 0700 she came through the door. She hauled me out of bed, and we went winging over to Louis' nearby eatery. From there we dashed to a copy emporium where my daughter ran off photocopies of her fiction piece to distribute in the upcoming creative writing class. As I remember, there was a stopover at the library, a run to the Registrar's Office, a swing by the writing program offices, and one other errand before we returned to 111 Brown for more studying. It wasn't even mid-morning, and I was ready for a nap.

By the time I walked into the creative writing class at 1 o'clock that afternoon, I felt prepared. I had read all four papers that were to come up for review. Intermediate Fiction was a small class, nine members present. The instructor, a woman in her mid-thirties, was a graduate student who already had had a volume of her stories published. She spoke with what I took to be a New York accent; more noticeable, she wore a pair of see-through black lace gloves, which she tugged at occasionally in a let's-get-down-to-business kind of gesture.

Of the four stories we critiqued that period, two seemed especially good. Though I confess to being no critic of fiction, there was a tone and style to these pieces that I was not prepared to find in undergraduate work. One writer, Elizabeth Savage '89, had caught the offbeat disposition of a patient on the psychiatrist's couch. "An Afternoon Session," she called her story, and her main character talked to her psychiatrist in a wonderful, zany voice: "I knew a person once who might have been able to change things. She wore a lot of blue. I don't know why. But she did. I always thought it was a nice touch, but I'm not sure that anyone else noticed. She wore blue and she could have changed things. But she didn't. She got run over by a truck on a sunny blue day. It was a UPS truck . . . Did I mention that I used to collect orange peels? Well, I did. I would peel the orange so that the skin came off in one piece. Then I would carefully glue the pieces together so that it looked like a whole orange. At the time it seemed like a very useful hobby. It's just that after a while you have to move on to other things."

Another student, a biology major named Mary Memmott '89, had written an account of a young botany doctoral student whose life, with its strange lifts and falls, its odd filial and amorous relationships, gets reflected in the association she has with

plants she tends at the university greenhouse. The greenhouse furnace quits one winter night, and she returns the next morning to find her life changed. Memmott wrote: "There was no whispering either, her plants were dead. She wanted to cry for them, but she found herself shaking not with tears, but just with cold. She stood up and walked back towards the pond, but stopped to smile at the cacti, and to say goodbye to the desert."

I was impressed and jealous at the same time at this sudden uprising of young talent. There was publishable stuff here, and I told the instructor so after class. But I worried what would become of all this talent. Would this young biology major ever think of giving up the chlorophyll and the embryos to turn her hand in a serious way to writing? As the class continued, I remembered a story that writer Peter Matthiessen once told. Years before, while teaching a creative writing class at Yale, he had been flabbergasted by his students' talent. "Their work was astonishingly good," he said. "But oddly enough, with all the talent that was there, I never heard from any of these people ever again, except one – and he ended up writing speeches for Richard Nixon."



***'I'm not the slightest bit upset about the 80,000 clams this gig will cost'***

I did not stay on campus long after the writing class was over, just enough to gather my belongings and say goodbye. Merritt had things to do: a paper to work on, another frisbee practice in preparation for a match against Wesleyan the next day. Best to cinch the fatherly visit quickly and get out of town.

I drove back to Massachusetts, reassessing. The Brown environment could not, so far as I could see, be better constructed to deliver the liberal arts education that Merritt seemed to be angling toward. The place was awash in opportunities – social, cultural, intellectual. And I had to acknowledge a small dollop of fatherly pride observing my child taking advantage of what was at hand – testing her academic capacity with challenging courses, honing her writing skills, thinking hard about complex issues.

They say that educating your child is a little like buying a house: you put your money down and you don't look back. That may be, but I don't think it hurts to look out of the corner of your eye from time to time, just to see what's going on. And this is what my small foray afforded me, a sideways glance at a process shaping my own flesh and blood on a Providence hilltop. As I drove back that afternoon, I wasn't the slightest bit upset about the 80,000 clams or whatever this gig will eventually cost. Who could be, witnessing their one and only come of age in such a formidable way? One of the many legacies Brown will leave my daughter is the ability to deal. I could see it surfacing in the self-assurance with which she addressed any task or moral dilemma. That is the kind of savvy you just can't put a dollar sign around.

What's more, I was convinced that even if Merritt didn't want to get educated, it would happen anyway at Brown, being mixed up as she was with such bright people in this sort of academic community. For a young woman with such sensitive and flexible antennae as Merritt's, things looked promising.

At 6:30 that evening, back home, the phone rang. It was Merritt.

"Dad, you're not going to believe this."

"What?"

"A real bummer. I broke my collarbone this afternoon playing frisbee." Her voice was erratic with discouragement.

"Goddammit, Merr, what a shame."

"What am I going to do now, Dad?"

After what I'd seen over the last two days, the alternatives seemed limitless, even with a gimpy right side. But I knew this wasn't the time to go into all that. I opted for humor.

"You could do like the Bruins' fan suggested, remember? 'Study, lady, study.'"

I can't recall whether she laughed or not. I don't think so. **E**

*George Carey is a professor in the writing program at the University of Massachusetts at Amherst.*



*The women's bowling team of 1922: front row, from left, Anna Iannacio '24, Anna Coggeshall '23, Celia Kaufman '22; second row, Katherine Coulton '22, Mary McCarthy '22, Ruth Bugbee '23; third row, Kathleen Boyd '22, Ruth Johnson '24, unidentified, Margaret Perry '22.*

# The Classes

By James Reinbold

## 26

The Narragansett Times Publishing Company has purchased publication rights to **Elmer R. Smith's** latest manuscript, *South County Rhymes*, a book of eighty poems about Rhode Island's vacation area. Meanwhile, the South County Tourism Council, Inc., plans to bring out this year the third printing of Elmer's popular book, *South County Trivia*. He lives in Wakefield, R.I.

## 32

Class reunion chairman **Katherine Burt Jackson** sends the following:

Classmates who attended the off-year reunion in 1989 have many happy memories of friendships renewed and of a Brown much changed but still "our Brown."

We hope that many class members will return for a mini-reunion luncheon at the Rectory on Saturday, May 26, during Commencement weekend. You will receive more details soon.

Classmates are saddened by the deaths of **Mary Rae Jackson** and **Rosamond King Lynch**. Our deepest sympathy is extended to their families, and to classmate **Alice Gindin Silver**, whose husband, **Rollo '31**, died in September.

## 34

As outlined by **Maury Caito** at the 55th class reunion luncheon, the elected class officers voted at a meeting held on Nov. 14 to merge the Brown and Pembroke classes of 1934. Officers are: **Max Flaxman**, president; **Lillian Almon Janas**, vice president; **Edith Janson Hatch**, secretary; and **Dan Earle**, treasurer.

An off-year class reunion luncheon has been planned for May 25 at the Metacomet Country Club. More about that later.

The class extends its sympathy to **Mary F. McKay** on the loss of her sister, **Kathleen A. McKay**.

**Edith Janson Hatch**, Cranston, R.I., spent last June in Stockholm, Sweden, researching family genealogy and meeting with her only living relative in Sweden. "The midnight sun and mid-summer phenomena were exhilarating experiences," Edith writes. "Visiting historic spots on the many islands of Stockholm was breathtaking. I never dreamed my heri-

tage was so awe-inspiring. I recommend a trip to Scandinavia for everyone. This was my fifth."

## 35

**Wallace Buxton**, Carmichael, Calif., writes that since the 50th reunion most of the engineers of '35 have attended mini-reunions. "We like these affairs so well we even had two in 1989. Ruth and I have attended all of them so we have done a bit of traveling. This year the engineers will have their reunion on May 23-25 at Pine Point, Maine, the home of **Mary Louise Hinckley Record '37**." Mary Louise is the wife of the late **Nelson Record**. Wallace notes that of the twenty-five engineers who graduated in 1935, fourteen are living.

## 40

**Stan and Jean Bruce Cummings, Ken Clapp, Bob Engles, Russ Field, John McLaughry, Harold Pfautz, and Vic Schwartz** have been meeting monthly at the Faculty Club to firm up plans for our "Golden Bear 50th Reunion." A letter describing the details and a reservation form will be in the mail in late March. You should be receiving your copy of our reunion book complete with the "before and after" photographs in early April.

In the meanwhile, **Harry Henshel and Fred Bloom**, with the help of **Don Amidon, Dave Borst, Bert Buxton, Len Canner, Bob Clifford, Dick Horton, Milt Leichter**, and **McLaughry, Pfautz, Stan Cummings**, and **Schwartz** from the activities committee, are engaged in raising funds for our reunion gift to the University.

Don't forget May 25 to 28, 1990!

**E. Howard Hunt's** espionage novel, *The Sankov Confession*, was published in December under the name of P.S. Donoghue. He anticipates publication in 1990 of three novels by Scarborough House and one by St. Martin's Press, all under his true name. He lives in Guadalajara, Mexico.

## 43

**Frederic W. Allen, Jr.** (see **Jennifer Allen Melson '74**).

## 44

**Ken McMurtrie** has moved from St. John, Virgin Islands, to Salem, S.C., after Hurricane Hugo damaged his island home. "Fortunately, we were in Chile on a fifty-day cruise around South America at the time of the storm. After ten years of tropical living on a small, eighteen-square-mile island with a population of 2,500, we are having an exciting time reacquainting ourselves with shopping centers, hospitals, new cars, and cultural events."

## 45

If winter comes, can spring be far behind? And that means the 45th-4-45 celebration on May 25-28. The detailed program and registration form will be mailed to all members of the class this month, along with a list of those who have indicated their intention to attend. Make your plans now and join the reunion/-celebration list.

## 46

**Janice Ward Allen** (see **Jennifer Allen Melson '74**).

**Bette Lipkin Brown**, West Palm Beach, Fla., is chairing an effort to raise funds for a Brown Chair in Women's Surgery at Women & Infants Hospital in Providence. Unlike a campus-based chair, which traditionally supports the chairholder's salary, this chair will provide income to supply the academic needs of the program at the hospital. It is an innovative fund-raising effort, and one that will support the treatment and research of problems that critically affect the quality of life of women. **Clare Gregorian** is honorary chair.

## 52

**Robert W. Goodwin**, president of AIM, Inc., an employee benefits corporation in Jacksonville, Fla., represented Brown at the inauguration of James J. Brady as sixth president of Jacksonville University and immediate past president **Frances Kinne** as chancellor. **Bob** lives in Jacksonville.

## 53

**Dr. Lois Black**, Syracuse, is a research as-

## Raise high the roofbeam, fund-raiser

In 1972, **Louis Palmer** and his wife, Billie, retired to Mystic, Connecticut. Since then, it is estimated that he has raised half a million dollars for community projects such as the Pequotsepos Nature Center, the Mystic Depot, and the Mystic Community Center. "I can never really relax," Palmer told *The Day* (New London, Conn.) in December. "I guess fund-raising comes second nature to both Billie and me."

Key to the attraction of fund-raising is meeting people, Palmer says, and then there is the challenge. "In all fairness, not everyone can go out and fund-raise. I remember one time when I got ninety-eight of the 208 names on my list to contribute. Now that's a challenge." Those who have worked with him say his success is the result of dedication and talent. Palmer says that the key to good fund-raising is having a personal touch with people, something that goes beyond the phone calls and mail appeals. Yet despite success, fund-raising can often be frustrating. "Some people will gladly give money," he says, "but they



aren't willing to work to help raise it."

In New York, where he was a vice president of Morgan Guaranty Trust Company, Palmer served as treasurer of the New York Tuberculosis Association from 1960 to 1970. He was a volunteer for the Visiting Nurses Association, and, from 1972 to 1981, he was the director, chairman of the finance committee, and national treasurer of the American Lung Association. He has also raised money for Brown.

After seventeen years, the eighty-two-year-old Palmer feels it's time for Mystic organizations to get some "new blood" to carry on the duties. But then, in his next breath, he admits that his retirement from fund-raising may just be idle chatter. "I refuse to admit it's time to stop doing all this. I'm not gonna quit; why should I? If I had to sit in this house all day, I'd go mad."

sociate professor of pediatrics, SUNY Health Sciences Center. A clinical psychologist, she has published articles about sudden infant death syndrome. Her husband, Karl Barth, is a professor of mathematics at Syracuse University.

**Louise Anthony Brundage**, Hamden, Conn., is in charge of public services at Hamden Public Library. She received her M.L.S. from Southern Connecticut State University in 1983.

**Starr Balomenos Demitre** is a special needs specialist in the Malden, Mass., public school system.

**Charlotte Horton Grantham** is a clinical audiologist and assistant professor at SUNY-Buffalo. She lives in Amherst, N.Y.

### 54

**William V. Polleys** is president of the materials and controls group of Texas Instruments, Attleboro, Mass. "Incidentally, my office is only a couple hundred feet away from where I started thirty-one years ago," he notes. For the past thirteen years, Bill and his wife, Nancy, lived in Australia, England, Italy, and

Hong Kong. These days they're living in the Touisset section of Swansea, Mass.

### 56

**Phyllis Macchia Johnson**, Cheshire, Conn., has been appointed president and chief professional officer of the United Way of Metrowest, Framingham, Mass. She was previously a senior vice president of the United Way of the Capital Area in Hartford, Conn. Phyllis and her husband, Thomas, have two children.

### 58

**George F. Kennedy** is publisher and president of Prakken Publications, Inc., of Ann Arbor, Mich., an independent publisher of educational magazines and books. George has been with Prakken for eighteen years. He lives in Ann Arbor.

### 59

**Dr. Philip DiSaia** has been nominated to fill the Dorothy Marsh Chair in Reproductive

Biology at the University of California at Irvine. The nomination is subject to the approval of the University of California board of regents. In assuming the chair, Philip steps down as associate vice chancellor of health sciences at the UCI College of Medicine, a position he has held since 1987. He joined the faculty of UCI in 1977 as chair of the department of obstetrics and gynecology. Philip is known for his research on biological response modifiers such as interferon and their use in the treatment of cancer. He lives in Santa Ana, Calif.

**Ed Goldman** has bought a house in Providence after living for the past five years in Europe and Asia.

**S. Albert Hanser**, Minneapolis, writes that one daughter is married, two are in college, and Albert is a sophomore at Blake in Minneapolis. "I can't wait to pack it all up and live on the north shore of Lake Superior in northern Minnesota."

**Anne Crookall Hockenos** is assistant editor of periodicals and coordinator of the catalogue at Skidmore College in Saratoga Springs, N.Y. Her husband is a professor in the philosophy department.

**Val Loiselle**, Columbia, S.C., writes that his son and daughter are graduates of Catholic University. Val is working in chemical waste management and was recently on assignment in Princeton, N.J.

**Jim Steiner**, Montclair, N.J., is a member of The Big Apple Chorus, a barbershop chorus, which will represent the Mid-Atlantic District at the international championship in San Francisco in July.

**Jackson D. Waterbury**, St. Louis, started Keystone Consulting Group in 1988, specializing in small- and medium-sized businesses. He recently doubled the size of the group and now has five principals and two associates.

**Dr. Lawrence Weene** has been practicing ophthalmology in Brockton, Mass., for twenty-two years. **Daniel** is a junior. Larry and his wife, Diane (Wellesley '64), compete in international ballroom dancing in their spare time and take lessons from "the incomparable **Suzanne Hamby** '77. If she can make a dancer out of me, she can do it for anyone."

### 60

**Kenneth L. Beaugrand** is heading the Canadian operations headquarters of The Manufacturers Life Insurance Company in Waterloo, Ontario.

### 61

**Mathew Frauwrith** has opened Bedspread Mill Outlet & Window Decorating Center in New Bedford, Mass., at a new location. His son, **Kenneth** '92, a biochemistry major, is a violinist with the Brown Orchestra, as was Mat.

### 62

The Rev. **Thomas M. Carson**, Anacortes, Wash., head of the volunteer and chaplaincy



program at Island Hospital in Anacortes, has been named secretary for education in the parish community by the United Church of Christ's Board for Homeland Ministries. He began work with the national church board in New York City on Jan. 15. He has also taught philosophy and ethics at Skagit Valley College in Mt. Vernon and Oak Harbor, Wash., since 1987. Tom and his wife, Carol, have three children.

**Richard Kostelanetz**, New York City, recently published *On Innovative Musicians*, interviews with avant-garde composers and essays on the state of contemporary music and rock in the 1960s. Last fall he showed videotapes in Hamburg and Geneva. He is finishing *Kaddish*, an audiotape/composition commissioned by Westdeutscher Rundfunk-Horspielstudio-3, for broadcast next fall, and a book of essays on poetry is scheduled for publication by Southern Illinois University Press in 1990.

**Dorothy Pierce McSweeney**, Washington, D.C., writes that her son, Ethan, is a freshman at Columbia.

**Ralph E. Watson** has joined Marketing Corporation of America, Westport, Conn., as a managing partner and principal with the company's development agency. Sixteen years ago, Ralph founded, and then served as president and chief executive of, Powerbase Systems, Inc., a New York-based computer software development and publishing firm. He sold the company in 1985 and joined Citibank in New York as vice president and business manager of individual banking operations. He lives in New Canaan, Conn., with his wife, Deirdre, and their four children.

**64**

**Michael Lee Gradison**, a real estate developer and investor and adjunct faculty member in criminal justice at the School for Public and Environmental Affairs, continues as executive director of the Indiana Civil Liberties Union, a position he has held since 1983. He is chair of the Indiana Repertory Society, Indiana Repertory Theatre, Inc., and commissioner of the Indiana Arts Commission. His daughter, Katja, is 13. Michael lives in Indianapolis.

**65**

**Daniel L. Kurtz** and his wife, Elizabeth Olotson, announce the birth of their second son, Peter Michael, on Dec. 23. Dan hopes to introduce Peter to his father's classmates at the 25th reunion in May. At home: 335 Greenwich St., New York, N.Y. 10013.

**Robert Peck** is the founder of Elder Care Resources, Inc., of Providence. The service company recently received a \$100,000 loan from Business Development Company of Rhode Island, a quasi-public company that provides loans to Rhode Island companies to meet their growth and expansion needs. The loan will permit Elder Care Resources to increase its staff to fifty from twelve.

**67**

**Susan Becker Ott** has opened a private practice in geriatric social work in Winston-Salem, N.C. Her agency, Counseling Access, offers individual and family counseling, educational seminars, and caregiver programs

for employers. Susan's husband, David, is professor of radiology at Bowman Gray School of Medicine. Stephen is 16.

**68**

**Bob Mulholland**, artistic director of American Festival Theatre, has been producing and directing plays in the United Kingdom, particularly at the Edinburgh Festival and in London. He has won the Festival's top award the past four years. Bob is looking for a small-to-medium-sized American city in need of a resident theatre. Ideas, he says, will be gratefully received at American Festival Theatre, #519 Cooper Station, New York, N.Y. 10003. (212) 279-9321.

**69**

**Byron Lichtenberg** (see **Scott Elder '82**).

**70**

It is hard to believe that nearly twenty years have passed since we left Brown to head out into different directions in the "real world," but our twentieth class reunion is almost here. The reunion activities committee has tried to plan activities during the weekend that will be memorable and fun for everyone, but we need your attendance for the reunion to succeed. We hope as many of you as possible will make it to Providence May 25-28 to share stories of the past and present as well as your hopes and dreams for the next twenty years.

**71**

**J. Jeffrey Reinke** was named director, information technology, consumer services, for Whirlpool Corporation, Benton Harbor, Mich., in January. Before joining Whirlpool in 1979, he worked in logistics research for Eastman Kodak Company, Rochester, N.Y.

**74**

**Jennifer Allen Melson** and **Donald B. Melson** announce the birth of Garrett Clarke Melson on July 17. Bradford is 3. They live in North Andover, Mass. Grandparents are **Janice Ward Allen '46** and **Frederic W. Allen, Jr. '43**.

**75**

**Jan Blacher**, associate professor of education at the University of California, Riverside, was awarded the 1989 research award from the American Association on Mental Retardation (Region II). She was honored for contributing significant new knowledge in the field of developmental disabilities and for helping to increase public understanding and awareness about persons with mental retardation and their families. Her theoretical and practical research focuses on the effect severely impaired children have on families.

**Katharine Billings Hudson** and **David S. Bunge** were married on Dec. 23 in Darien, Conn. Katharine is a development writer at

## Peter Delisser '73

# Home on the range

Peter Delisser has not uttered one discouraging word, according to a December article in *The Wall Street Journal*, since he fled his job as an institutional salesman in Morgan Stanley's convertible-securities department for sanctuary in Sun Valley, Idaho, where he now lives with his wife, Melissa.

Delisser is not the first and no doubt will not be the last to flee Babylon for Eden; to turn his back on \$400,000 to \$700,000 a year (typical for his former line of work) for a more modest income. Delisser now manages about \$6 million in investments for his firm, Sage Capital, in nearby Ketchum, and makes about \$40,000 a year. That, of course, is pin money, since he primarily lives off his investments.

He misses the New York music scene



NOLI NOVAK

and the Mets, but that seems a small price to pay. Besides, on their ranch the Delissers enjoy skiing, fishing, jogging, horseback riding, and hiking. Peter is the host of a Sunday-morning jazz show on a local radio station.

And, most importantly perhaps, beauty surrounds, even in the winter. "When there's a full moon, the light reflects off the snow, and it's so bright you could play tennis, almost," he says with a smile.

# Alumni Calendar

## March

### Fairfield County, Conn.

March 22. Brown Club of Fairfield County Young Alumni Party. Call Valerie Poirier '85, (203) 373-3955.

### Wilmington, Del.

March 25. Brown Club of Delaware and Associated Alumni co-sponsored speaker, Senior Lecturer Barbara Tannenbaum, Department of Theatre, Speech, and Dance, "In the Eye of the Beholder: Improving Business Presentations and Communications Skills." Call Art Green '49, (302) 475-2363.

### Philadelphia

March 26. Brown Club of Philadelphia and Associated Alumni co-sponsored speaker, Senior Lecturer Barbara Tannenbaum, Department of Theatre, Speech, and Dance, "In the Eye of the Beholder: Improving Business Presentations and Communications Skills." Call Joan Webster '58, (215) 353-1181 (days).

### Washington, D.C.

March 27. Brown Club of Washington, D.C. and Associated Alumni co-sponsored speaker, Senior Lecturer Barbara Tannenbaum, Department of Theatre, Speech, and Dance, "In the Eye of the Beholder: Improving Business Presentations and Communications Skills." Call Ann Azzi '85, (703) 347-2700 (days).

### St. Louis

March 28. Brown Club of St. Louis reception for President Vartan Gregorian at the Missouri Botanical Garden. Call Diane Krivit Katzman '82, (314) 721-8444 (days).

### New York

March 29. Brown Club of New York-sponsored speaker, Senior Lecturer Barbara Tannenbaum, Department of Theatre, Speech, and Dance, "In the Eye of the Beholder: Improving Business Presentations and Communications Skills." Call NYBC office, (212) 629-6002.

## April

### New York

April 5. Brown University Club of New York and Associated Alumni co-sponsored Continuing College seminar, "The Impact of Media: News in the 90s." Call NYBC office, (212) 629-6002.

### Providence

April 7. Association of Class Officers annual meeting, Leung Gallery. Call Pam Boylan, (401) 863-1947.

### Fairfield County, Conn.

April 8. Brown Club of Fairfield County-sponsored lecture, "Exploration of Venus," with Professor of Geological Sciences James Head. Call Geneva Whitney '56, (203) 222-1281.

### Denver

April 11. NASP-sponsored "Decisions '90" with Professor of Biology Peter Heywood, for accepted members of the Class of 1994, their parents, and alumni. Call Lino Lipinsky '79, (303) 388-6399.

### Detroit

April 11. NASP-sponsored "Decisions '90" with Professor of Portuguese and Brazilian Studies Nelson Vieira, for accepted members of the Class of 1994, their parents, and alumni. Call Doug Frankel '86, (313) 355-4141.

### Chicago

April 12. NASP-sponsored "Decisions '90" with Professor of Portuguese and Brazilian Studies Nelson Vieira, for accepted members of the Class of 1994, their parents, and alumni. Call Honey Goldberg '79, (312) 348-2918.

### San Francisco

April 12. NASP-sponsored "Decisions '90" with Professor of Biology Peter Heywood, for accepted members of the Class of 1994, their parents, and alumni. Call Todd Richman '79, (415) 563-8403.

### Los Angeles

April 14. NASP-sponsored "Decisions '90" with Professor of Biology Peter Heywood, for accepted members of the Class of 1994, their parents, and alumni. Call Elaine Lustig '76, (213) 828-9580.

### Providence

April 17-18. Bruin Club and NASP co-sponsored event, "A Day on College Hill: A Brown Perspective," for accepted members of the Class of 1994. Call NASP office, (401) 863-3306.

### Providence

April 21-22. Alumni Relations Office and Brown Annual Fund co-sponsored Reunion '91 Workshop for volunteer leaders.

## Dates of Interest

Academic Year 1989-1990

**Spring Recess**, March 24-April 1.

**Admission decision letters mailed to Class of 1994**, April 4.

**Deadline for ballots** for election of alumni and alumnae trustees, and secretary and treasurer of Associated Alumni, April 16.

**Spring semester classes end**, May 8.

**Final exam period**, May 9-18.

**Reunion-Commencement Weekend**, May 25-28.

### Batavia, Ill.

April 21. Brown Club of Chicago and Associated Alumni co-sponsored Continuing College seminar, "The Paradox of Thought: Psyche versus Science," at Fermilab, with Professor of Physics David Cutts and Assistant Professor of Philosophy Philip Ehrlich. Call Josh Lowitz '84, (312) 951-5311 (days) or (312) 951-5982 (evenings).

### Boston

April 25. Brown Club of Boston reception for President Vartan Gregorian. Call John Daniel '84, (617) 742-6200.

### New York

April 30. Brown University Club of New York Annual Independent Award Dinner, honoring Charles C. Tillinghast '32 and Ted Turner '60. Call Lacy Herrmann '50, (212) 697-6666.

## May

### Atlanta

May 5. Brown Club of Atlanta and Associated Alumni co-sponsored Continuing College seminar, "Atlanta in Crisis: Prospects for the Future," with Assistant Professor of Sociology David Meyer. Call Chuck Taylor '81, (404) 873-5411 (days).

### Fairfield County, Conn.

May 8. Brown Club of Fairfield County reception for President Vartan Gregorian. Call Geneva Whitney '56, (203) 222-1281.

### Westchester County, N.Y.

May 9. Brown Club of Westchester County reception for President Vartan Gregorian. Call Bob Miller '63, (718) 575-2229.

*This calendar is a sampling of activities of interest to alumni reported to the Brown Alumni Monthly at press time. For the most up-to-date listing or more details, contact the Alumni Relations Office, (401) 863-3307.*

Bowdoin College in Brunswick, Maine. David, a builder and designer, plans to re-establish his building practice in Maine, where they are living.

**Gustavo Pellon** has been promoted to associate professor of Spanish and appointed director of the Center of Latin American Studies at the University of Virginia. His book, *Jose Lezama Lima: The Joyful Vision*, has been published by the University of Texas Press. Gustavo and his wife, Karen, live with their children, Nicolas, 4, and Sofia, 1, at 79 Oak Forest Cir., Charlottesville, Va. 22901.

**76**

**Lauren Grodner** married Lowell Babus in February 1989. They both work for Hertz and live at 185 Van Winkle Ln., Mahwah, N.J. 07430.

**77**

**Alden Garrett** and Charles Eriksen, professor of oceanography at the University of Washington, were married in July. Alden continues in solo practice as a family law attorney. They live in Seattle.

**Suzanne Hamby** (see **Lawrence Weene** '59).

**Katherine E. McClelland** ('77 A.M.), who joined the Franklin & Marshall (Lancaster, Pa.) sociology faculty in 1984, has been granted tenure. Her fields of expertise are social stratification and the sociology of education.

**78**

**Debra Schwartz Chester** and **John E. Chester III** '77 A.M. announce the birth of Paul Bennett Chester on Jan. 26. John is a principal at the investment banking firm of Morgan Stanley & Company, and Debby has retired temporarily from General Foods, where she was a financial manager. They live in Harrison, N.Y.

**Dr. Randall T. Drain**, Philadelphia, has been appointed instructor in pediatrics at Jefferson Medical College of Thomas Jefferson University and a member of the medical staff of Thomas Jefferson University Hospital.

**79**

**Dr. Kenneth R. Heilbrunn** has accepted the position of assistant director, cardiovascular therapeutics, at Ciba-Geigy Corporation, a pharmaceutical firm in Summit, N.J. Prior to that he was staff internist and director of the intensive-care unit of the 31st Technical Air Force Hospital, Homestead Air Force Base, in Florida. He served in that position for three years and left the Air Force as a major. Ken lives in Chatham, N.J.

**Richard B. Tyler**, assistant professor of Afro-American studies and psychology at the University of Wisconsin at Milwaukee, is visiting professor of psychology at Carleton College. He served as Carleton's acting director of multicultural affairs and lecturer in African/Afro-American studies and psychology during the 1987-88 academic year.

**80**

**Rachel Balaban** and **John Burnham** '78 moved to Middletown, R.I., from Fairfield, Conn., in January 1989. Their daughter, Isabel, was born in May 1988. Rachel has started a children's clothing business, Potjandozie ("clothes that grow with your kids"), and John is editor of *Sailing World*.

**Kimberly S. Davis**, a graduate of Boston University School of Law, has joined Milgrim, Thomajan & Lee P.C., Boston, in the litigation department. Before joining the firm she was an assistant attorney general with the Commonwealth of Massachusetts in the consumer protection division. She lives in Jamaica Plain.

**Bradley J. Richards** has been an associate in the finance section and international practice group of the law firm of Baker & Botts in Houston for six years. His wife, Amy, is a speech pathologist in private practice, and they have two children: Neal, 4, and Jennifer, almost 2. They are expecting a third child in June. "Although we are not yet true Texans, we have learned to coexist (although on fighting terms) with cockroaches, fire ants, and killer bees."

**81**

**Bernard J. Michael** and his wife, Haina Just-Michael, announce the birth of Rose on Sept. 2. Bernie is a real estate attorney with Shea & Gould in Manhattan, and Haina is director of broadcast relations for the American Jewish Committee. They live on the Upper West Side of Manhattan.

**82**

2nd Lt. **Scott Elder** writes that he engaged in multiple training dogfights against Lt. Col. **Byron Lichtenberg** '69 over the skies of New Hampshire. Scott and Byron fly for the 104th Tactical Fighter Squadron, Massachusetts Air National Guard, Westfield, Mass. Scott returned from pilot training this past summer. Byron, who flew in Vietnam, is preparing for his second space shuttle journey in March 1991.

**Dr. Mark A. Friedberg** and **Dr. Christopher J. Rapuano** are the authors of *Wills Eye Hospital: Office and Emergency Room Diagnosis and Treatment of Eye Disease* (J.B. Lippincott, Philadelphia, 1989). **Dr. James Handa** '81 and **Dr. Marlon Maus** '81 contributed. Royalties from the book have been donated to the Wills Eye Hospital residency program. Beginning in July, Mark will be a retina fellow at Washington Hospital Center in Washington, D.C., and Chris will be a corneal fellow at the University of Iowa.

**83**

**Dr. Elissa M. Baker** and **Dr. George K. Gittes** were married on June 10 in San Francisco. A 1987 graduate of Harvard Medical School, Elissa is a third-year resident in pediatrics at University of California, San Francisco Medical Center. George, a graduate of Harvard and Harvard Medical School, is a

surgical resident there.

**Andria Singer Eisen** completed her Ph.D. in clinical psychology at the University of Rochester in November and is a counselor at McMaster University's student counseling service. She lives in Toronto with her husband, Joel (University of Toronto, '81 M.D.), an assistant professor of psychiatry at the University of Toronto and a staff psychiatrist at Toronto Western Hospital.

**Dr. Suzy L. Kim** and **Walter R. Ott**, a visiting professor of organic chemistry at Brown, were married on Jan. 6. A number of alumni attended the ceremony. Suzy is a medical resident at Boston University Hospital. They live in Canton, Mass.

**84**

**John D. Carroll** married **Dr. Corina Field**

## Classified Ads

### Vacation Rentals

**CASCO BAY, MAINE, OCEANFRONT COTTAGE ON RUSTIC ISLAND.** Accommodates 6-8 \$350 per week. For brochure: Box 2636, Attleboro Falls, Mass. 02763.

**FRENCH RIVIERA - ANTIBES.** Modern equipped condo. 2 bedrooms. 2 bathrooms. Beach close by. Weekly. 617-527-9055.

**LOG CABIN ON SQUAM LAKE (N.H.)** - Secluded, private cove, sleeps 6. Separate guest cabin July 14 - August 11. \$2,800 617-648-8618.

**MARTHA'S VINEYARD ON SOUTH BEACH.** Beachside homes available for weekly summer rental. Fully furnished home with fully equipped kitchen, linens, fireplace & sun decks. Resort facilities include children's program, tennis club, swimming pool, bicycles. Auto ferry reservations included. For more information please call 508-778-1101 Monday-Friday.

**NANTUCKET** - Clean beaches! Save on vacation costs by renting your own cottage. Many exceptional 1990 rentals available. \$1,000 per week and up. Ask about our VIP Service! Nantucket RE Co. 1-800-228-4070.

**ST. JOHN:** 2 bedroom house sleeps four beautifully. Fabulous views from private deck. \$595 weekly. Brochure available. 212-737-4497. 809-776-6462.

**Barge Cruise Southern France** Along beautiful, unspoiled Canal du Midi. "La Tortue" is spacious (95' x 15'), comfortable, with large sun deck, lounge, three twin staterooms. Notable cuisine, bicycles, minibus. Seasoned, agreeable British crew. Weekly charters April-October. Color brochure. Write "La Tortue" Dept. B, Box 1466, Manchester, MA 01944.

on July 8 in Caracas, Venezuela. They live in Miami Beach, Fla.

Dr. **Michael Gibbons** graduated from the University of Cincinnati College of Medicine and moved to the Philadelphia area with his wife, Meryl, a graduate of the Salmon P. Chase College of Law. Mike is doing an internship in surgery at The Graduate Hospital of the University of Pennsylvania and in July will start residency training in orthopaedic surgery at the Thomas Jefferson University Hospital.

**Susan Maimon**, New York City, spent some time in Caracas, Venezuela, with **Helena Arellano '85** and **James Lieberman '85**. Susan is an associate at Nixon, Hargrave, Devans & Doyle.

Dr. **Jonathan Richman** graduated in May from Baylor College of Medicine and is doing his internship in Roanoke, Va. In July he'll move to Charlottesville to finish his residency in neurology at the University of Virginia.

**Pamela Sheiber Shapiro** and her husband, Larry Shapiro (MIT '85), live in Mansfield, Mass. Pam is a litigation associate in the Boston office of Hinckley, Allen, Snyder & Comen. She would love to know the whereabouts of former Chattertocks.

Dr. **Jeanne Krzeminski Valicenti** is doing her residency in dermatology at Rush-Presbyterian-St. Luke's Medical Center in Chicago. She lives in Hillside, Ill.

**Tracy Brownell Weisman** and **Tony Weisman '82** announce the birth of Adam Albert Weisman on Dec. 30. "We couldn't have imagined a happier way to celebrate the new decade." They live in Chicago.

**Frank Mount** has been an assistant editor at William Morrow Publishers for the past three years. Friends can write or call him at 258 Dean St., Apt. #4, Brooklyn, N.Y. 11217. (718) 875-4853.

## 86

**Lisa Braff** and **Robert E. Shea, Jr. '87** were married on Aug. 20 in Vienna, Va. **Judith Milch**, **Ruth Branchaud**, and **Matthew Riven '87** participated in the ceremony along with many other Brown alumni. Lisa and Bob live in Charlottesville, Va.

**Carolyn Glazer** is a member of the class of 1991 at Northwestern's Kellogg Graduate School of Management. She worked at Information Resources, Inc., in Boston before moving to Evanston, Ill.

**Stephen Mahoney** is teaching in San Francisco. He writes that he sees **Tom Drake** and **Rick Weinland**.

## 87

**Lee Ann Brown** lives in New York City and is the Monday Night Reading Series coordinator at The Poetry Project at St. Mark's Church.

**Sarah Buttrey** and **Kisa Takesue '88** are living in Austin, "playing pool, eating chicken-fried steak, and listening to Joan Jett's first album. We are employed, but you don't want to hear about that." Their address is 611

## Lisa Krohn '85

### Innovator in industrial design

Lisa Krohn stunned the international industrial design scene when she won first prize at Forma Finlandia in 1987. She was still a student in the master's program at the Cranbrook Academy of Art in Michigan when she was granted the 1988 ITT International Fellowship to work with Mario Bellini in Milan, Italy. Her winning entry, "Phonebook," an integrated telephone and answering machine, has since traveled around the world in exhibitions and across the television screen in commercials. Since then, according to *Harper's Bazaar* (February), "her innovations have continuously turned heads in this male-dominated arena."

"In these post-industrial times, the highest achievement is to express your age, not



a previous one," Krohn is quoted as saying. "Any avant-garde object captures the ineffable, the way Picasso apprehended physics in his Cubist paintings."

Krohn has opened a studio, Able, in New York with industrial designer Martha Davis. "I'm making lamps that use olive oil in vinyl bags as the diffuser. I'd also like to develop a vehicle with on-board information about AIDS, drugs, sex," she said in the article. "I'd like to expand the ways we think about design, integrating the casual side of American culture with high technology."

East 46th, Austin, Texas 78751.

**Irine Margolin** and **Victor Schweitzer '88** were married on July 9 in Providence. Many Brown friends were in attendance. Victor is in medical school at UCLA, and Irine is a first-year master's student at USC. They live in Los Angeles.

**Jill Zuckman** covers housing and education legislation in Congress for *Congressional Quarterly Weekly Report* in Washington, D.C. She can be reached at 1235 Derbyshire Rd., Rockville, Md. 20854. (301) 762-7988.

## 89

**Jennifer Knuth** writes that she is "co-opting" with **Richard Wesley '87** Sc.M., **Betsy Schart '87**, **Greg Tucker '88**, and **Dave Lion** at 4551 4th Ave. NE, Seattle, Wash. 98105. "We could say what we're all doing, but we don't feel like it. Hello to everyone."

**Steven H. Simon** received the Apker Award of the American Physical Society, the most prestigious award offered at the national level to undergraduates in physics. Steven delivered a lecture about his work, "A Semi-classical Percolation Approach to Electronic States in Simple Fluids," at the society's January meeting in Atlanta. He did his research with chemistry professor Richard Stratt and **Vladimir Dobrosavljevic '88** Ph.D. Steven is pursuing a Ph.D. in physics at Brown.

## GS

**Maurice McDowell '50** Ph.D. recently returned from Amman, Jordan, where he served as a volunteer with the International Executive Service Corps (IESC). McDowell,

retired from DuPont, is an expert in paint and coatings, putty, and adhesive formulations. IESC is a not-for-profit organization of American business men and women devoted to providing managerial and technical assistance to private enterprises in developing countries. Since 1965, IESC has completed more than 12,000 projects in ninety countries. McDowell and his wife, Mary, live in Media, Pa.

**E. John Ainsworth '57** Sc.M., '59 Ph.D. has been appointed scientific director of the Armed Forces Radiobiology Research Institute in Bethesda, Md. In 1984, he was awarded a Fogarty Senior International Fellowship from the National Institutes of Health. Ainsworth has served on various national and international commissions, and this year, he will complete three years as secretary-treasurer of the Radiation Research Society of North America. He and his wife, Carolyn, live in Bethesda.

**Les E. Erikson '65** Sc.M. has been named director of marketing for FLEXcon Company, Inc., Spencer, Mass. He was most recently the company's technical service manager. Les and his wife, Carol, have three children and live in Holden, Mass.

**John E. Chester III '77** A.M. (see **Debra Schwartz Chester '78**).

**Katherine E. McClelland '77** A.M. (see '77).

**Betsy Parsons '77** M.A.T. is on a one-year leave from teaching English at Portland High School, Portland, Maine, after working on the Coalition of Essential Schools effort there since 1984. She is a consultant for the Maine Department of Educational and Cultural Services (MDECS) in Augusta. Her address is 4

**Gary L. Sanford** '78 Ph.D., assistant professor of biochemistry at Morehouse School of Medicine, received a career investigator award from the American Lung Association in December. Sanford is studying the control of galactin production and its role in lung development. His research is one of twenty-two projects conducted by pulmonary research scientists in various parts of the country under the career investigator awards program established in 1985.

**Alice Goldberg** '81 Ph.D., Sunnyside, N.Y., is engaged to marry Kesley Diniz Moreira of Minas Gerais, Brazil.

**Karen King** '84 Ph.D. is one of ten winners of the 1989 Arnold L. and Lois P. Graves Awards in the Humanities. The Occidental College (Los Angeles) assistant professor of religious studies will use the grant to further her studies of gnosticism and attitudes toward gender. King joined the Occidental faculty in 1984 and is one of two female members of the Jesus Seminar, a group of biblical historians who examine the historical authenticity of the sayings of Jesus.

**Richard Wesley** '87 Sc.M. (see **Jennifer Knuth** '89).

**Vladimir Dobrosavljevic** '88 Ph.D. (see **Steven H. Simon** '89).

## Mark Baer '89 A.M.

### Red badge of courage

As a young woman she ministered to the men wounded and dying on Civil War battlefields. Later, Clara Barton founded the humanitarian relief organization known as the Red Cross.

Clara Barton was born in North Oxford, Massachusetts, and spent twenty-five years there. Her birthplace has now been designated an historic site, and Mark Baer recently was appointed curator.

Baer plans to restore the home and catalogue all the furnishings. He has organized an introductory exhibit and plans a program to educate the public about Barton's life and work.

"She basically had a very big heart," Baer said in an article in the *Worcester* (Mass.) *Telegram/Gazette*. "She went out into the battlefields against orders. At first they wouldn't let her go, but she said: 'Forget you, these men need food.'"

Baer has staged exhibits for the Nantucket Historical Society. He told the *Telegram/Gazette* that cataloging the Barton family furnishings will take about two years; restoring the house could take ten.

# Obituaries

**Walter Hoving** '20, New York City, former head of Tiffany & Company; Nov. 28, in Newport, R.I. In 1924, Mr. Hoving went to work for R.H. Macy & Company and soon was promoted to vice president. He moved to Montgomery Ward & Company in 1932 as vice president in charge of sales, but left in 1936 to become chairman and chief executive of Associated Dry Goods Corporation, the owner of Lord & Taylor, where he was president until 1946. That year, he founded the Hoving Corporation, a holding company whose properties came to include Bonwit Teller, the department store, until he sold it in 1960. In 1955 he bought control of Tiffany & Company, which he headed until 1980. Perhaps the most frequently-told story about Mr. Hoving, once referred to by *New York* magazine as New York City's "unofficial commissioner of good taste," involves President John F. Kennedy's request in 1962 for thirty-two Lucite calendar mementos to be given as gifts to aides who worked with him during the Cuban missile crisis. Mr. Hoving, it is reported, replied, "We don't sell plastic." Tiffany's then received an order for the mementos to be made in silver. Another oft-told story involves President Dwight D. Eisenhower. Mr. Eisenhower came in to Tiffany's to order a gift for his wife. "As president," Mr. Eisenhower asked with a grin, "don't I get a discount?" Mr. Hoving looking up at a portrait of Abraham Lincoln hanging in the store, asked an associate whether Mr. Lincoln had received a discount when he bought a gift for Mrs. Lincoln. The answer was no: Mr. Eisenhower paid full price. In 1976, Brown awarded Mr. Hoving an honorary doctor of laws degree. Survivors include two children and his wife, Jane Pickens Langley, 635 Park Ave., New York, N.Y. 10021.

**Mildred Mowry Fairbrother** '22, Gravenhurst, Ontario; February 1988. Before her retirement in 1969 she headed the mathematics department at Gravenhurst High School in Ontario. There is no information regarding survivors.

**Alfred Langdon Fitzgerald** '24, Eastchester, N.Y.; Sept. 21. He worked in the policy payment division of Mutual of New York in Manhattan for many years before retiring in 1966 as division director. He was a founder of the Office of Aging in Eastchester in the early 1970s and held various positions there, most recently as grants coordinator. Mr. Fitzgerald helped found the Jansen Memorial Hospice in Tuckahoe, N.Y. During World War II, he was a member of the Civil Defense League of Eastchester. Survivors include a grandson, **Michael** '75, and a daughter, **Joan Fitzgerald Golrick** '47, 6 Orleans Ave., Danielson, Conn. 06239.

**Anne Mildred Fagan Griffin** '27, Pascoag, R.I.; Aug. 1. She taught in the Burrillville, R.I., school system for twenty-five years before retiring in 1970. She is survived by two daughters, including Margery Coupe, 28 Cooke Dr., North Scituate, R.I. 02857.

The Rev. **William Spencer Litterick** '28, '30 Sc.M., Cranston, R.I., former president of Keuka College, Keuka Park, N.Y., and pastor of Central Baptist Church, Jamestown, R.I., from 1975 to 1987; Nov. 27. He spent his years in pursuits and vocations, among them: assistant headmaster and director of studies at the Peddie School, Hightstown, N.J.; director of research service at Stephens College, Columbia, Mo.; consultant to the Ford Foundation; director of the armed forces project for the U.S. Department of Defense; headmaster of the Harley School, Rochester, N.Y.; and president of the Educational Records Bureau, Greenwich, Conn. When most consider retirement, he entered Andover Newton Seminary, and at age 68, began ministering to the parish of Central Baptist in Jamestown. He was a former chairman of the board of trustees of the Fleming School, N.Y., received an honorary degree from Ricker College, and twice won the Keuka Award. He was a consultant to many schools and colleges and served on several evaluation committees for the Middle States Association. He leaves four daughters and his wife, Diana, 106 Roslyn Ave., Cranston 02910.

**Helen B. O'Connor** '28, '30 A.M., Providence, a teacher at Mount Pleasant High School in Providence; Nov. 25. She is survived by her sister, Marie, 29 East George St., Providence 02906.

**Gertrude Grice Davis** '29, Pascoag, R.I.; Oct. 6. She lived for many years in Bradenton, Fla. Survivors include three nieces and a nephew, Jeffrey Grice, of Cranston, R.I.

**Winthrop Osgood Gordon** '29, Santa Ana, Calif., a lawyer; in 1986. There are no known survivors.

**Elizabeth S. Holleran** '29, West Hartford, Conn.; June 19. She was a teacher in the Newton, Conn., school system for twenty-five years and was chairman of the Latin department at Milford High School, from which she retired. She is survived by two sisters, Frances Ringrose of Plainville, Conn.; and Julia Carr of Norfolk, Conn.

**Elinor Chase Larson** '29, Providence; Oct. 3. For many years she owned and operated an antique shop, The Craft Studio, in North Scituate, R.I. Survivors include her daughter, Mrs. Ralph Krieser, 45 Beaufort St., Providence 02909.

**Margaret A. Conneely** '30, '35 A.M., Rumford, R.I., a teacher in the Providence School Department for many years before retiring in 1973; Aug. 24. She taught at Hope High School and was head of the mathematics department at Mount Pleasant High School before becoming supervisor of mathematics for the East Providence School Department. She held many offices in the New England Mathematics Departments Association. Miss Conneely, who was a class agent for Brown, also raised Irish terriers. Her sister, Mary, 1 Mayfair Dr., Rumford 02916, is her survivor.

**Mary Rae Jackson** '32, '37 A.M., Fairfield, Conn., Aug. 18. She taught English, German, French, and Latin in the Providence school system for fifteen years and then taught creative writing for ten years in a continuing education program after moving to Fairfield. She was a member of the board of directors of the Fanny Crosby Home in Bridgeport, Conn. Phi Beta Kappa. Survivors include a daughter and a son, **William** '74, 289 Fairview Ave., Fairfield 06430.

The Rev. **Sheldon Tiffany Harbach** '33, Sturgis, Mich.; Dec. 5. He received his master of divinity degree from the Episcopal Theological School, Cambridge, Mass., in 1936 and was ordained a priest at St. Joseph's Episcopal Church in Detroit, where he served as assistant rector until 1938. After leaving Detroit, he was rector of St. Andrew's Episcopal Church in Dayton, Ohio, for twenty-three years and associate rector of St. John's Episcopal Church, Sharon, Pa., for eleven years, before retiring in 1976. Survivors include three children and his wife, Florence, 106 West Congress St., Sturgis 49091.

**Kathleen A. McKay** '34, '39 A.M., Providence; Dec. 26. She was an educator in the Providence school system, where she taught languages at Hope, Central, and Classical High Schools for forty years before retiring in 1975. She is survived by her sister, **Mary** '34, 65 Cactus St., Providence 02905.

**Dorothy Hunt Bassett** '35, Lakeville, Mass.; Sept. 20. She is survived by a son, **William**, 15 Carriage House Rd., Lakeville 02347.

**Ruth Bate Eckardt** '35, Asheville, N.C.; July 8. Prior to World War II, she was a research assistant in the department of genetics at the Cold Spring Harbor, L.I., laboratory of the Carnegie Institute of Washington. Following the war she taught for eighteen years in the department of biology at Adelphi University. She is survived by her husband, **Lisgar**, Deerfield, 1617 Hendersonville Rd., Asheville 28803.

**Bernice Bigelow Hunt** '36, Washington, D.C.; March 1988. There is no information regarding survivors.

**Joseph Navas** '37, Eastham, Mass., vice president of sales for the Quaker Alloy Casting Company, Myerstown, Pa., before retiring in 1977; Dec. 20. He moved to Eastham in 1977

and served on the board of directors of the Eastham Council on Aging from 1983 to 1988. Survivors include four children, including **Deborah** '65; and his wife, **Ruthann**, Seaward Way, P.O. Box 1016, Eastham 02651.

**Gabriel Gever** '38, South Yarmouth, Mass., a research chemist with Norwich Pharmacal Company and Eaton Labs of Norwich, N.Y., from 1946 until retiring in 1977; Nov. 22. He served for several years on the Yarmouth finance committee. He was a prisoner of war in North Africa from 1943 to 1945. Survivors include four children and his wife, **Jean**, 109 Captain Bacon Rd., South Yarmouth 02664.

**George William Naden** '39, Orlando, Fla., an assistant treasurer for the Amica Credit Corporation for eighteen years before retiring in 1975; Oct. 30. He was a Navy veteran of World War II. Alpha Tau Omega. Survivors include his wife, **Mary**, 3416 Manitou Dr., Orlando 32809; and a son.

**Leonard Holmes Chatel** '42, Wolfeboro, N.H.; Sept. 19. He worked for Betz Laboratories of Trevose, Pa., as New England sales manager for more than forty years. After retiring, he was a real estate broker with Maxfield Real Estate in Wolfeboro, N.H. Survivors include two children and his wife, **Elsbeth Ball Chatel** '42, Berrywood Dr., Box 656, Wolfeboro 03894.

**Elmer Brown Howell, Jr.** '43, Bay Shore, N.Y.; May 4, 1988. He was a partner in the construction firm, E.W. Howell Company. He served in the Army Signal Corps during World War II. Phi Kappa Psi. He is survived by his wife, **Suzanne**, 29 Garner Ln., Bay Shore 11706.

**James Lemuel Ham** '44, Melrose, Mass., a retired plant engineer for the Converse Rubber Company of Malden and Boston; Aug. 23. He served in the Navy during World War II. Survivors include a daughter and his wife, **Grace**, 131 Boston Rock Rd., Melrose 02176.

**Robert William Jahn** '46, Hobe Sound, Fla.; date of death unknown. He was the former president of Marketecture Incorporated, a real estate marketing and development company in Pompano Beach, Fla. He is survived by his wife, **Barbara**, 12550 SE Federal Hwy., Hobe Sound 33455.

**Alfred Henry Liddle, Jr.** '46, Warwick, R.I.; Dec. 14. At one time, Mr. Liddle was a development engineer with BIF Industries in Providence. He was an Army veteran of World War II. Survivors include three children and his wife, **Doris**, 47 Montgomery St., Warwick 02886.

**Chester Andrew Norek** '49, Poughkeepsie, N.Y.; Aug. 19. He had been an industrial engineer with IBM in Poughkeepsie from 1966 until his death. He is survived by his wife, **Lillian**, 12 Woodward Rd., Poughkeepsie 12603.

**Lloyd Allen Brightman** '50, Orono, Maine, professor emeritus at University of Maine,

Orono; Nov. 7. In the 1960s he taught at a teacher training college in Kaimasi, Kenya, and was director of Friends Boys School in Jordan. From 1969 to 1988 he served as professor of human development and education at the University of Maine. He was a visiting professor at the American University of Le Cayes, Haiti, in 1988. A child and family research laboratory at the University of Maine was named the Lloyd Brightman Child and Family Research Laboratory in 1989. He was a member of the board of directors and former president of the Eastern Maine Friends of Retarded Citizens, a member of the board of directors of the Multiple Handicap Center, a member of the Governor's Task Force on Child Abuse and Neglect, and former vice president of the Maine Child Development and Day Care Council. Mr. Brightman worked in conjunction with the Office of Indian Programs and Services, and was instrumental in the development of the peer counseling program at the University of Maine. Survivors include three daughters and his wife, **Imogene**, 10 Haskell Ave., Orono 04473.

**Burton Alan Lindblom** '50, Hanover, Mass., president of Abrasives & Tools Inc., of Auburn, Mass.; Sept. 25. He served as a corporal in the Army's 970th Counterintelligence Corps detachment in Europe in 1945 and 1946. Survivors include his wife, **Marilyn**, 609 Center St., Hanover 02339; four children; and a sister, **Lois Lindblom Buxton** '43.

**Elaine Barry DeHertogh** '51, Cumberland, R.I.; Aug. 14. She is survived by her husband, **Kenneth** '51, Louise Luther Dr., Cumberland 02864; and a daughter, **Deborah** '74, '77 M.D.

**William Edward Frank** '58, Massillon, Ohio; Aug. 26. He was retired U.S. general manager of Ansell, Inc., and previously had been vice president of sales for Affiliated Hospital Products for twenty years. He was very active in NASP until illness. He played football at Brown and was president of Lambda Chi Alpha. Among his survivors are his wife, **Diane**, 2855 Roanoke NW, Massillon 44646; and three children.

**John Winger Norsworthy** '59, Concord, Mass.; Nov. 3. Since 1959 he had been associated with the Raytheon Company. In 1968 he was named personnel director for its division, D.C. Heath and Company, and then returned to the corporate headquarters in 1985, where he served as compensation consultant until his health failed. Survivors include three children and his wife, **Anne Whitney Norsworthy** '59, 31 Center Village, Concord 01742.

**Brian Liebowitz** '91, Great Neck, N.Y.; Dec. 7. He entered Brown in 1984 and was a computer science concentrator. He created several original computer programs, including an index of the Greek Classics, which he designed at Harvard last summer. Mr. Liebowitz took his own life. He is survived by his parents, **Paul** and **Rosalinde Civval Liebowitz** '60, 43 Allenwood Rd., Great Neck 11023.



**Richard Harrington**, Providence, curator of the Anne S.K. Brown Military Collection at the John Hay Library; Nov. 26. A 1948 graduate of Harvard, he was a member of the consultant bureau of the Providence Preservation Society since 1965, the publications committee of the Brown University Library since 1985, and was a consultant to the Rhode Island Historical Preservation Commission from 1969 to 1978. There are no immediate survivors.

Rabbi **Nathan N. Rosen**, Jamaica Estates, Queens, N.Y., former Brown chaplain and founder of the campus Hillel chapter; Jan. 23. He served congregations in Savannah, Ga., Brooklyn, N.Y., and Rockville Centre, N.Y., before World War II. During the war, he was an Army chaplain. He came to Brown in 1947 as chaplain and was the founder and first director of the Brown chapter of the B'nai B'rith Hillel Foundation, a social service organization for Jewish students. During his years at Brown, he was active in numerous civic affairs, serving as president of the Rhode Island Board of Rabbis, associate grand chaplain of the Masons in the State of Rhode Island, president of the Rhode Island Zionist Region, and chaplain of the Shriners of North America. He founded the Providence Hebrew Day School and served on the Providence Human Relations Commission. Rabbi Rosen retired from academic life in 1972. He is survived by his wife, Rose, a son, and a sister.

## Miss Daisy's Unexpected Drive to Success

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Uhry's wife had urged him for years to write about the South as he knew it, but he wasn't convinced that the ordinary, everyday events of his childhood would mean anything to anyone else. It wasn't until 1984, when he saw a simple off-Broadway play about a black girl and a white girl, that "the switch went on."

"I realized that you don't have to be secure about your position in the world or think you're gorgeous or be rich or sexy or be able to maintain a great relationship with the opposite sex or be a good parent or anything like that," he enumerated, with shotgun delivery. "You've just got to be able to know inside what counts for you.

"There's an art to finding your own voice and writing something that honestly means something to you," he said. "And that takes a while. But you're going to succeed only if you write what you feel."

Uhry speaks from experience, both good and bad. He and Robert Waldman

did a musical version of John Steinbeck's *East of Eden* in the sixties that closed after one night to "scabrous" reviews. Yet their adaptation of Eudora Welty's short story *The Robber Bridegroom* in 1976 won them lasting acclaim.

Uhry learned about writing screenplays when he was asked to do a rewrite of *Mystic Pizza*. Having daughters the same age as the characters, he took the job. Though he did mainly fine-tuning with scenes, he also created one scene, complete with camera movement.

When the film rights to *Miss Daisy* were sold, Uhry sat down with producers Richard Zanuck and David Brown. They agreed with his determination to retain the classic simplicity of the piece; it didn't have to come across as a filmed play, but neither did it have to be opened up to wide expanses of scenery or extra characters.

Uhry was invited to the filming in Atlanta and given credit as associate producer, in addition to his screenplay credit. He was thrilled to be able to ensure that "the right dishes, the right curtains, the right streets" were incorporated into the movie. *Miss Daisy's* connection to Uhry's own family was intensified by shooting the film in a house that belonged to Uhry's "cousin Bucky's wife's mother – that's what family means in the South."

Uhry also traveled to London and to Russia this past year for premieres of *Driving Miss Daisy*. Although Russian audiences didn't discern all of the movie's nuances, they did understand the interpersonal relationships, perhaps better than Londoners did, according to Uhry.

"In London they kept saying things like, 'Where's the red meat?' 'Where is the scene where they really go at each other?'" he recalled. "I said, 'Well, there isn't' and 'Well, they wouldn't'.

"The British like to think of themselves as the Greeks and us as the Romans – the analogy isn't original with me," Uhry continued. "So what they think of as American plays is Sam Shepard, David Mamet – anything a little vulgar. I think my play was pretty much in their yard, and they don't want Americans playing in it."

Uhry is at work on a screenplay for Richard Zanuck, based on Josephine Humphreys' novel, *Rich in Love*, and on another Atlanta-based play, this one more pointedly about growing up Jewish in the South. Uhry finds himself more attracted to comedy because he can use it

as "a means to get at other things."

"But there's so much luck in getting a good idea," he said. "The more I'm in theater, the more it all seems very mystical. Some plays are blessed, and *Driving Miss Daisy* was blessed from the first day."

That explanation seems far too modest an acknowledgement of the playwright's own part in *Driving Miss Daisy's* good fortune. More to the point are Uhry's trained ear for dialogue, his knack for capturing character in a word and a glance, his talent for telling a good story, and his perceptive presentation of the human condition.

Or, as he himself surmised in the preface to the published script of *Driving Miss Daisy*: "I can come up with only one answer. I wrote what I knew to be the truth and people have recognized it as such." **B**

*Johnette Rodriguez is a freelance writer in Wakefield, Rhode Island.*

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## Finally...

*continued from page 56*

and sensitive, and he hung around. We talked, and I thought I understood him.

One morning at school, the teachers were discussing the boy's father, who had been knifed and injured the previous night. Then I knew I could never understand what that child was going through. It was so far from my world.

Today, I wonder what has become of him. He would be about twenty-five years old. Has he beaten the statistics? Is he alive? I would like to believe he graduated from college, perhaps even from Brown. That's probably unrealistic.

Because I've never forgotten, in a way I've never left him. And that's how we need to feel about each other. Black and white; biological relation, friend, and citizen. No one group can take on the burden of another. But if we realize that we can never truly leave each other, there's a chance we'll never feel apart. And I can dare to hope, to believe, that my son will beat the odds. **B**

*Linda Casinghino Freeman is a computer project leader in Portsmouth, New Hampshire.*

# Finally...

## Chance, race, and statistics

By Linda Casinghino Freeman '72

When he was eleven years old, my son came home from sixth-grade health class shocked to learn that he stands a high risk of suffering a heart attack. Of course, he doesn't smoke, his weight is under control, and he's shy of forty years. But as a black male, he eventually will be in a high-risk group.

I cringed to think what he must be thinking, to feel what he must be feeling. And I wondered how he will feel when he learns that he is at risk not only of a heart attack, but of unemployment and homicide.

On average, two black males die for every white male, according to figures from the National Center for Health Statistics. Between the ages of fifteen and forty-four, the numbers are three to one. My son is now twelve.

As a mother, I wish I could protect my son from the statistics and the realities of the world. I tell myself that knowledge is the best weapon; being aware and able to make informed decisions are the best offense and defense.

The last time I struggled so hard with the realities of race was when my son and daughter were in preschool. I wasn't prepared to answer the questions about whether they were adopted, or why they were the color they were, or if I was their mother.

I came to terms with the questions and attitudes then. I learned not to expect remarks, but not to be surprised when they happened. Since we've lived mostly in one small city, where my children have attended one grammar school, the questions have become less frequent. But I still get startled looks



BOB DAHM '70

from people who meet my children first. I can tell they expect me to be black. What does that tell me about their interaction with my children?

As my son approaches manhood, I wonder what he should strive for. I want to tell my children to achieve. Not to be afraid or to hold back. I want to tell my son, "Just do it. You can."

But I fear random attacks from friends and strangers alike. In the fourth grade, a boy who was having a bad day pulled off my son's glasses and gouged skin from his face. For months my son had cream-colored stripes across his forehead and down his cheeks. If a friend could do this, what would a stranger do?

I want to be confident that my son will survive, but I hate the odds. Because his mother is white, will he be protected? Or will it make it harder for him to judge people's motivations? Will it hurt him in relating to blacks?

My son's skin is medium and his hair softly curly; I hope both races can see themselves in him. But beyond a certain age, black is black – not a cute

child or mixed-race – and prejudice prevails.

I try not to be overly protective. But am I going to have to live with fear for the rest of my life? Statistically, as a white female I can expect to live another thirty-five years. What is my children's life expectancy?

For not only is black life expectancy lower at age ten and on, but from birth on. Mothers of black children grieve for babies who die; grieve for teenagers who are shot, or on drugs. A black woman has a greater chance than her white counterpart of attending the funeral of one of her children. Even with a high birth rate among teenagers, the black population is not growing as a proportion of the U.S. population as a whole.

"Stop crying, my child" is the meaning of my son's name in Ndebele. "Stop crying, my child. Stop crying."

A memory from college is of a young black boy in a Project Headstart class where I volunteered. He was shy

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Guest Speaker  
**McGeorge Bundy**



**Howard Swearer**



**Tom Gleason**



**Patricia Herlihy**



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\*At press time, space was very limited.



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